

**THE**  
**DEAF**  
**AMERICAN**

The National Magazine for all the Deaf

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September 1980

**Deaf Youths  
Blaze  
New  
Trails**



# The Deaf American

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September 1980

# Gertrude S. Galloway

So National Association of the Deaf is 100 years old, and look where we are now. We have come a long way, baby and yes, we still have a long way to go.

It is the most exciting and challenging moment for me to take over the presidency of this organization. Of course I have had two years of psyching myself up for this great moment but still I feel so overwhelmed.

I would like to take this opportunity to share with you my objectives, hopes and dreams for NAD. Of course, I hope to be able to take over and continue the good work that our past president Ralph White has been doing. In addition, I am looking forward to good working relationships with Albert T. Pimentel, who has done a wonderful job of taking over the Home Office in midst of our most difficult period with Fred gone. However, I'd like to add some ideas, as it is quite normal for a new president to try to help to strengthen the organization.

I believe that if NAD is to be successful in reaching its specific goals that meet the needs of the deaf, it must recognize its organizational and political deficiencies and do something about them. The first and foremost, in my opinion, would be the development of Unity.

According to one author's view of minority politics, it is important that a minority, if it is to be successful in accomplishing its goals, be strong in four areas, Unity, Media support, Third Party support and Target groups and organizations which have the ability to respond to the needs of the deaf and toward which the deaf direct their actions.

I intend to instruct our newly-formed Legislative Committee to present to the NAD Board the critical issues and priorities existing in our political situation. Then I hope to be able to assign them to the Board members to draw up position papers. Once done, I would like to share them with other national organizations and agencies for/of the deaf for their input and approval. The position papers can serve as guidelines for the Executive Director as well as the Government Relations Officer to take a stand or action immediately, should the issue emerge, and be able to represent the opinions of the majority of the deaf.

Thus, it is my hope to be able to create this kind of unity as it is critically important to present this impression to top lawmakers.

Along this line, NAD should be focusing on developing a strong political network through coordinating the organizations and services of political clout and disseminating results and information. In addition, NAD should increase its visibility by utilizing the services of the Public Information Office more and making more press releases for the media. We should be more visible and vocalize our needs as well as accomplishments for the public to know.

If the Board permits, I hope to be able to seek funds for the Women's Educational Equity Act and to start a Section for Deaf Women. The function of the Section would be to promote some visibility for deaf women and to overcome existing barriers and attitudes that limit advancement of deaf women.

Because deaf people are a minority, our lives have been controlled to a great extent by the hearing majority. Our problems and frustrations have been compounded by ignorance of the majority. However, it is beginning to change since the law is on our side. But we still have a job to do. We still have to educate the hearing majority of our rights as well as the needs. We should continue to advocate for our rights and continue to remind existing agencies and educational institutions of the importance of full participation of deaf consumers in their programs and of providing good adult role models to students and to the community.

In addition, the following areas of concern need to be addressed, and plans need to be made.

## P.L. 94-142

As you may already know, this law is the most controversial piece of legislation in the history of special education. While the term "mainstreaming" never even appears in the law, it is being used anyway in many school programs. We are very much concerned about the interpretation of the law and how it will be implemented. Therefore, I hope that NAD will continue to be actively involved with the law to assure that no deaf child will be deprived of his right to





his education due to the misinterpretation of the law.

#### *Mental Health Programs*

It is a well known fact that there is a definite lack of mental health services which can appropriately serve all categories of the deaf in need of such services. We note with interest that things are beginning to happen with mental health programs now that the Maryland Association of the Deaf recently passed a new law, providing a pilot program for out-patient services as a start, with the hope of expanding the program to include more comprehensive mental health services later. Dr. Chough is also starting a new program in Michigan so things are moving on but as part of my plan for the next two years, I hope to be able to push for more mental health programs in every part of this country.

#### *Statistical Data*

It is vitally important to have strong statistical data to justify the continua-

tion of support from our government. The law is on our side now and we are asking for more and better services. We should be able to provide hard data to document the accomplishments and the needs of the deaf. So I hope to be successful in getting this done during my term.

#### *Section 504*

Since the Home Office may be getting funds to provide services in training people in compliance with Section 504, I am pretty optimistic that we will be seeing good results in achieving total accessibility from now on.

Because language is culture and vice versa, the need of the deaf population to share a common bond and pride has been important, it is our culture of which we should be proud. NAD is part of our culture and we accept the responsibility as well as the challenge for the next 100 years. I can't do it alone but we all can do it together.



## Is Minnesota Looking Ahead?

The education of deaf children in the State of Minnesota faces problems and challenges, the same problems and challenges faced by education of the deaf in all 50 of our United States.

These problems and challenges at times seem insurmountable, but we cannot just throw up our hands and walk away from them. We must meet them head on; we must find solutions; we must see to it that deaf children receive an education which meets their needs and the needs of society as a whole.

If we go back in time, we can see that problems have always existed, that challenges arose whenever a problem was seemingly solved, merely to expose another.

From 1817 to the latter part of the 19th century, "manualism" was the method used to instruct deaf children. The method produced such outstanding men as Marr and Fox and Hanson and Tilden and J. L. Smith and Veditz, to name a few. Then the education of deaf children took a secondary position to the method of instruction—it became fashionable to teach deaf children to speak rather than to teach them to think.

Oralism was the appellation of the new, "enlightened" method, a method which ostensibly would merge the deaf person into the "mainstream" of soci-

ety, communication-wise, and to hell with his general educational development.

It was promoted chiefly by those who wanted to teach the deaf but preferred that deaf children learn their mentors' communication method rather than have the mentors learn a new "language." Oralism hung tough until the 1960's, when a groundswell of opinion from deaf people themselves finally reached a crescendo and resulted in a modified return to manualism, to what is euphemistically called "total communication."

Total communication is basically manualism reinforced by any and all other methods of communication, i.e. hearing, speech, speech-reading, reading, writing, cued speech, visual aids, fingerspelling, and even pats on the back and kicks in the pants.

Today, total communication gives more than a vague promise to help overcome educational development problems of deaf children, most especially their problems with the English language. It is viable, it is pragmatic, it is workable, and it is bound to have positive results because it is embraced by deaf children themselves, the ultimate criterion.

Given 10 to 15 years of exposure to education in a method they can comprehend, deaf children's general

achievement level will definitely go up. We will have to wait for results, for the children who today are beginning their total communication education will not reach college age for several years. When they do, the evidence will be unassailable. And that is probably why so many "educators" of the deaf are scrambling onto the new bandwagon, "mainstreaming."

Mainstreaming is philosophically a beautiful concept. In actual practice it is more than a cop out—it is a disservice to the deaf disguised, as was oralism, as a method of making the deaf child "normal." It is a ploy which tugs at the heartstrings of every parent with a deaf child.

Let's be realistic. Deaf people are deaf. To them, deafness is normal. To tell them that they are not normal is akin to telling a black man in a white society that he is not normal because his skin is not white, and then attempting to bleach it to a lighter hue.

Let the deaf be deaf—let them mingle with deaf friends—let them be proud of what they are. Don't make of them a little of this and a little of that, the sum total of which is frustration and a feeling of inadequacy.

Mainstreaming will work for a few exceptional deaf children, children who would learn no matter where or how they were taught. But the majority of



deaf children need real teaching, real help, and mainstreaming will not provide these except in isolated cases.

The reasons are manifold, but basic to them all is the fact that the deaf child cannot hear, and in our societal milieu, of which education is more than an incidental part, lack of hearing is the greatest handicap a person can have.

Because they cannot hear, the educational needs of deaf children, and the methods of meeting these needs, are rarely understood by people in our public school systems. A deaf child in a class of hearing peers misses out on at least one-third of what those peers are learning. Interpreters and note-takers are no substitute for one-on-one interaction between teacher and student.

In special classes for the deaf in public schools, the whole modern concept of mainstreaming is definitely lost, because the whole class is deaf and isolated from the rest of the school in more ways than mere physical isolation. It is, to be blunt, a pale copy of a class in a residential school, pale because except in metro areas, you will not find enough deaf students to warrant homogeneous groupings for all 12 grades.

This will result in a retrogression to the "little red schoolhouse" syndrome, where several grades are served in the same room by the same teacher. For deaf children, with their need for smaller classes, individualized instruction, intensive language work, and specially trained teachers, this would be calamitous.

It might be well here to ask whether the mainstreaming proponents are more concerned with the monetary and public relations aspects of setting up classes for the deaf or with true concern for developing whole deaf adults, deaf adults without psychological hangups. I'm asking, but I do not expect a well-considered reply, because I have yet to meet a mainstreamer who was also a deaf person.

These are among the general problems faced here in Minnesota as well as elsewhere. What of the future, you ask, inasmuch as you invited me here to try to look forward and not backward. I had to look backward first so that I could see what I thought needed changing before I could voice my hopes for what lies ahead.

First, I think that Minnesota, the home of pioneers and the pioneering spirit, should take a good, hard look at the situation and then take action of a progressive nature. Our neighbor, Wisconsin, was once known as the "Laboratory of Democracy." Why don't we play one-upmanship and become the "Laboratory of Enlightened Education of the Deaf?"

There are several steps which could be taken. The first would be to set up regional schools for the deaf. Faribault could serve the southern part of the State, including the Twin Cities. Fergus Falls could take care of the western part of the state, and either Hibbing or Duluth could serve the north and the northeast.

The advantages would be many: commuting time for students would be manageable and most, if not all, could go home every weekend for the vital family "mainstreaming" exposure; the schools could exchange information on programs and improve instruction thereby; a healthy rivalry in sports as well as in academics would be fostered; the students would be grouped homogeneously in an environment which would not be so hostile as that found in public schools; and we should be able to prove that a residential school program properly conducted is miles ahead of "mainstreaming" in results.

Further, each school would have a generous quota of deaf faculty and staff to serve as role models for the students. This is one of the greatest drawbacks in the present mainstreaming concept—the deaf students cannot fully relate to teachers who can hear, and conversely, teachers who can hear will rarely if ever fully understand deaf students.

Each school would utilize any and all communication methods available and suitable, and everyone—everyone—would have to be able to converse in sign language. There would be no denigration of speech and speech reading for those able to benefit from it, but by the same token those who are unable to utilize it would not be forced to do so.

Language development would be stressed above all else for the first five to eight years. By that I mean that every teacher, every staff member, would teach English day in and day out until the student became proficient in reading and writing and signing correct English.

What of the other subjects, I see you wondering. No problem. English would be the heart of the curriculum but it would be English about history and civics and geography and mathematics. English cannot be taught in a vacuum—it must deal with things and ideas and hopes and dreams—and so, as English is taught using other subjects as vehicles, knowledge will be absorbed.

After English is truly mastered, regular course offerings would prepare the student for college or for work and the impact would be infinitely greater than now, for the students would have the

ability to use and understand the books and other materials provided.

Although I am not a staunch proponent of track systems, it might be well to explore the possibilities. Not all students want to go to college, not all are able. For these students, a technical/vocational track leading to further work at St. Paul TVI, NTID in Rochester, or technical or vocational schools in other areas in Minnesota would be desirable.

Those of college caliber with the proper motivation have hundreds of programs to choose from as well as the mecca of the deaf—Gallaudet. It is the duty of our schools to prepare students for whatever course they wish to pursue and are able to pursue after graduation, and so I think we must explore this track idea thoroughly and deliberately.

Now for an idea which will raise eyebrows, if not hackles. Each school would be a military school. All students over eight years old, male and female, would be members of a cadet battalion. There would be attractive uniforms. There would be cadet officers (both commissioned and non-commissioned) regular drill periods, passes for off-campus jaunts, and all the paraphernalia and panoply of a West Point or Annapolis.

Before you start calling me a "Little Corporal," hear me out. Discipline is the greatest problem in all schools in the U.S. today. I said all and I mean all. However, it is least evident in military schools, and I believe the education of deaf children could be improved significantly if discipline problems at our residential schools were held to a minimum.

A cadet program would provide peer pressure through a formalized system of rules essentially administered by cadet officers, thus getting to the basics of the discipline problem. A concurrent benefit would be the early development of true leaders, an ideal for which we have been striving almost in vain for two generations.

Further, another important benefit to be derived from a military format is pride. Pride in school, pride in peers, pride in self; all are nourished and enhanced by the requirements and rewards of the system. Including both boys and girls in the program would be a great leveler and would give the distaff side an opportunity to compete on equal terms in a results-oriented program.

You asked me to try to see what lies ahead in Minnesota. I've told you what I think *should* lie ahead. Whether it does or doesn't depends on people such as you—alumni, students, teachers, parents of deaf children, members of the State educational departments and commissions. Minnesota has produced

deaf leaders such as J. L. Smith, Wesley Lauritsen, Maurice Potter, Frank Turk, and P. N. Peterson. The responsibility of carrying on that tradition lies with all of us.

Perhaps some of my ideas seem outlandish, perhaps I'm too much of an idealist, but I speak from the heart as well as the mind. Perhaps you don't think the problems are worth attacking, the challenges worth recognizing, the changes worth contemplating. I do.

—Harold Domich

*(Mr. Domich is an associate professor of History at Gallaudet College. This story is taken from a speech he gave at the Minnesota School for the Deaf in February 1980.)*

## Milan and Me: Notes for My Biographer

My name is Andrew Murray Holmes. Paisley is my birthplace, and Scotland is my nation. My home town, of 90,000 souls, lies on the Atlantic coast in the far west of the Common Market.

I was born in 1946. In 1951 I contracted meningitis, and to this day I am totally deaf. But the greatest personal misfortune happened to me 66 years before I was born, when a distant Congress in a lovely Italian city passed a resolution on education which blighted my school days.

Both my parents were hearing people who had no knowledge of the existence of special schools in our area. The Local Education Authority referred me to the nearest classes for the deaf, where strict oralism—Milan carried out to the letter—was enforced. At that time (the 1950's and the 1960's) this approach to education of the deaf was the only one given throughout Scotland. Any use of manual communication was vigorously prohibited.

The school at Paisley was a day unit attached to a larger school for physically and mentally handicapped children. It consisted of three qualified teachers and some 30 pupils, aged three to 16. Most children were partially deaf and adventitiously deafened, but some were severely deaf. At that time, many prelingually deaf children in our area were placed in residential schools in Glasgow or Edinburgh.

A typical day at school began with reading and writing and the all-important, time-consuming speech therapy, where all used amplified group hearing aids, regardless of the severity of one's deafness. Afternoons were set apart for basic arithmetic and other subjects such as art and English and reading, but always with the inevitable aids for oral training. I estimate that about 40 percent of the time at school was spent on speech and lipreading. The reason given for this unbalanced educational diet was the educators thought it would "normalize" children, and make them fit for the hearing world.

But at the school, the climate was far from normal. In a town of 90,000, there were not enough deaf pupils to insure a representative group. Since the age groups fluctuated according to the incidence fashions of deafness, one's classmates depended on chance, not on proper classification.

How does one enjoy a normal and harmonious school environment when even the age range depends on chance? I became the oldest boy in my class at 13, and suffered another three years of indignity and injustice by having no playmates of my own age—the nearest one being four years my junior!

I left school at the age of 16 with no academic qualifications whatsoever. However, I excelled at metal work, and with my samples I found employment

in the engineering industry. To this day I am grateful that the firm I chose, IBM, has long sustained a civilized and enlightened view of handicapped workers, and has encouraged me at key points of my career.

One of the conditions of my apprenticeship was that I attend day release classes. Day release was a special class for deaf students at a College of Engineering in the city of Glasgow, where some teachers could fingerspell.

Within months, I went from basic arithmetic to mathematics, and was mastering the problems of engineering science and technology. I learned more in my five years at day release than in the entire time I spent at the school for the deaf. There was no speech training and lipreading to hinder my progress educationally—just fingerspelling and written instructions on the blackboard.

I completed the course with the full Certificate in Mechanical Engineering Technology, and was encouraged to study for the General Certificate of Education, which I duly passed in English, English literature, and mathematics via a correspondence course.

It was at this point in my career that I began to wonder why I had to wait so long for an effective communication method to give me access to the whole world of education now opened up to me. What was the aim of education of the deaf? Was it primarily to make us "as normal as possible" in speech only, or should a broader approach to language (not simply speech) leading to a more normal general education be the aim?

I am inclined to agree with a recent EDA paper which claims that many authorities responsible for deaf education are more concerned with "defective

ears than effective brains." There are many parts of the brain in need of effective stimulation other than the speech areas, and Total Communication refreshes the parts oralism cannot reach. (Montgomery, 1980)

The idea that spoken words are necessary to think with was the main fallacy which caused Heinecke to launch the prohibition of manual language long ago here in Germany. From the viewpoint of deaf people, ample everyday evidence of thought without spoken language suggests that this fallacy is hard to beat for sheer lack of common sense. But when it is presented here to a nation which has produced dozens of the world's best mathematicians and musicians, then it seems obtuse to the extreme. Do people seriously believe that Beethoven, even before he became deaf, had to verbalize every twang, plonk, toot and thump of the orchestra before composing?

Last year in Bulgaria, I saw an American lecturer giving a statement of educational aims which seemed to me had its priorities right: "The primary aim of education in a free society is to enable the individual to develop his intellectual ability, to acquire knowledge, to become an independent thinking person who has an understanding of the world about him and a means to productive employment in society." The speaker was Dr. Edward C. Merrill, Jr. of Gallaudet College. (Merrill, 1979).

I am of the opinion that these aims, so clearly expressed by Dr. Merrill, as he used Total Communication, which deaf members of the audience could follow, apply to all people's education whether they are deaf or not. But hearing children can readily compensate for poor education by self-education. It is much more difficult for the deaf child.

The crucial question I ask, alas too late for myself, but vital to children now in school, is: Were these the aims of my own education and those of my deaf contemporaries? The answer, as you

will have guessed, is an obvious, undoubted and resounding *no*!

Some of you no doubt, will retort with the standard rejoinder, saying that because my spoken English is fluent and intelligible that my education was the success upon which I was able to build later. Let me disillusion you.

My good speech was acquired naturally at home before I became deaf. Oral training did nothing for my speech that could not be done in the many Scottish Schools using Total Communication. I do not speak because I went to an oral school—I went to an oral school because I could speak!

Furthermore, we now see in Scotland generations of profoundly deaf children growing up with early literacy, based on fingerspelling and signing used together, who use oral communication which is no worse than if they had been exclusively trained in the oral-only way that I was. Unlike me, however, they will not have to wait 16 years before "understanding of the world" about them breaks through. (Holcomb, 1970)

With little thanks to my education, I am, I suppose, to be counted among the small number of "oral successes" who were used to justify the old system. This minority are mainly those with good residual hearing or late-deafened children. The 90 percent majority of those born profoundly deaf were simply sacrificed to the system and pronounced "oral failures."

But with 40 percent of our time frittered away for as long as 13 years in order for the bulk of us to achieve the formal accolade of "oral failure," most of us were too speechless with indignation to notice even more devastating by-products of the system.

Not only were 90 percent of us oral failures, but 100 percent were educational failures. Even more serious in the perspective of schoolboys in West Scotland we were "football failures." There was no chance at all under this oral regime of ever playing for the school

team. Teamwork depends on rapid communication, and the paralyzing slow oralist way would not even get us a game in a geriatric eleven. How we would have envied, had we been allowed to know about them, those residential school teams which played so competitively in the normal leagues and were at that time also basketball champions.

Present day Total Communication programs in Scotland have successfully broken the communication barrier that hedged us in during my schooldays. Yet, I cannot but feel strongly that a further improvement would be for the General Teaching Council in Scotland to remove its ignorant prejudices against deaf teachers of the deaf, and to change the degrading, insulting, and simply stupid discrimination against them embodied in its "medical rules."

It is impossible to find any official courageous enough to defend these unjust practices, but in anonymous committees they act in cowardly harmony against us. Like a firing squad they try to minimize their guilt by sharing it out.

One hundred years ago, the Milan resolution condemned us to a century of educational deprivation in those, eventually all, schools which strove to develop oral skills to "normalize" deaf children in Scotland. In Scotland, a great change for the better has resulted from our recent rejection of such restrictive oralism. In many other parts of the world the repressive spirit of Milan is still abroad—countries which abhor any suggestion of political imperialism, nevertheless allow their deaf minorities to suffer the indignity of a communication imperialism forced on them by an unimaginative majority. (Holcomb, 1970).

I conclude with a salvo of personal appeals.

I appeal to the hearing to listen to, and to respect, our views, confident that none of you here is so insensitive as to wish to live in the kind of society which

### NAD JOB Marketing Specialist

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disregards as deviant to dissident views which are no less true because they are not at first obvious to the majority.

I appeal to those of you who are teachers to forgive my lack of enthusiasm for my own education. My criticism is directed to mistaken doctrine, not to individuals. Some of my best friends are teachers of the deaf. To the main body of deaf people I appeal to make known more actively your fervent wish for a reversal of communication imperialism in the next 100 years.

My final appeal is reserved for a very tiny minority of over-worked, over-publicized, multiple handicapped persons who profess oralism and enjoy the restrictions thereby imposed upon them. This group—the deaf and masochistic—are beyond the reach of us ordinary deaf mortals so I will address my last appeal not to them, but to heaven: "God forgive them for they know not what they do." Amen.

—Andrew Murray Holmes

*This story was taken from a paper presented during a panel discussion of deaf persons and their educational experiences at the International Congress on Education of the Deaf in Hamburg, Germany, in August 1980.*

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## The Reality of Deafness

References to deafness and its implications date back to Johann Gutenberg's invention of moveable type in 1438 and even earlier. However, the vast bulk of our present corpus of literature is much more recent, most of it appearing in the last 30 years when studies, research, and publications about hearing impairment began proliferating at an unprecedented rate.

At the same time, the field became enveloped in an era of lectures, seminars, and panel discussions at universities in all parts of the world, at international symposiums and special education conventions, and before parents, pediatricians and other special-interest groups, large and small.

For the most part these speakers and authors have not themselves been deaf. Presentations have come from the perspective of the hearing individual. That is not to say that a great deal of accurate and helpful information has not been generated. In many instances the philosophy or attitude toward deaf persons reflected in these publications has been positive and perceptive, and much of the material has been carefully prepared and effectively documented.

But what of the perspectives of the deaf person himself? As a visiting Galaudet speaker observed, "Statistics is like a bikini. What it shows is interesting. What it does not reveal is vital!"

What does it mean to be deaf? What is the reality from within? How does the disability differ from the handicap? Is there a deaf culture? Does the deaf individual perceive the world differently from others? Is information processed visually actually identical to information processed auditorily? Do deaf persons follow "a different drummer"? Are there levels of social deafness? What is the deaf community? Just how much congruence should we expect between a deaf and a hearing person's viewpoint on the meaning of deafness and its ramifications?

#### Need For Relevant Research

By far and large the deaf population tends to be disenchanted with the aseptic, laboratory test tube quality of some research into deafness, particularly as it relates to communication and human phenomena. As a matter of fact, in recent years the social sciences have been criticized on the limited character of scientific inquiry as it relates to the human experience, especially their reluctance to undertake a study of private lives.

This kind of human enquiry needs to be reliable rather than valid, experiential rather than theoretical, and have the thrust of subjective objectivity if indeed that is possible. As the well-known

philosopher Alfred North Whitehead has commented, the biological problem of man's life cannot be fully discussed without looking at his own experience of life.<sup>2</sup>

Because most researchers do not live with hearing loss minute by minute, situation by situation, 24 hours a day, they do not experience the totality of deafness. Invariably their hypotheses or assumptions are formed from a hearing perspective so that the focus may be on an isolated aspect of deafness rather than a gestaltic whole.

Some degree of tunnel vision and myopia may result in a pure-oralist fixation which excludes sign language and other forms of manual communication in favor of an overwhelming emphasis on speech and hearing. Completely disregarded are the felt needs of the deaf person who must cope both in his own circle and with the larger hearing majority.

Arthur Schlesinger<sup>3</sup> has characterized such ideologists as "unconscious platonists for whom reality inheres in a realm of essences of which common sense objects of everyday experience are held to be only imperfect copies . . . their besetting sin, in short, is to confuse their own tidy models with the vast, turbulent, unpredictable, and untidy reality which is the stuff of human experience."

## Living With Deafness

It is no simple matter to present a composite of every deaf person's views on deafness. In spite of variations and nuances in individual interpretations of "the deaf experience" it may be possible to identify a generally common fabric that has physiological, psychological, and even philosophical significance for most deaf persons, whoever and wherever they may be.

In the last decade an increasing number of publications by deaf persons have appeared in journals and books in several countries—David Wright's *Deafness* (1969), Leo Jacobs' *The Deaf Adult Speaks Out* (1974), and Jack Gannon's *Deaf Heritage* (1980). A good source for some day-to-day realities of deafness is Roy Holcomb's *Hazards of Deafness* (1977).

From daybreak when greeted by a flashing light at bedside to the end of the day each deaf person encounters all kinds of subtle little problems or inconveniences. Some of these incidents may be accepted humorously, but more often they are tolerated with patience and equanimity as everyday facts of life.

The nearly 1,000 "hazards" cited by Holcomb and others relate to household occurrences, frustrations inherent in traveling—be it by automobile, bus, train, or plane—to problems created by the telephone, TV, radio, hospitals, motels and hotels, elevators, appointments with doctors and dentists, experiences while shopping, ordering in a restaurant, the complexity of handling one's unheard native language with its changing idiom and syntax, the invariable frustrations involved in lipreading, in the attitude of other people, in situations arising from living in a world largely attuned to hearing, and all kinds of other minutiae which make up the realities of day-to-day existence in a world without meaningful sound.

To select at random a number of mundane recurrences: Although we may idly watch the evening news on television we never really know just what was announced until reading about it in the newspaper the next morning. Constantly lagging behind on current news flashes which most people receive on the radio, frequently on their morning drive to work.

Unawareness to the patter of rain until you step outside to go somewhere and perhaps find you've left the car windows down! Not hearing the drip from the kitchen faucet or the stuck toilet flusher and wondering why your water bill is so high. Moving from room to room all over the house seeking your wife because you can't call out to

her . . . for those dwelling in the three or four-story residences this can beat jogging for exercise!

Not being able to ring your family or friends unless they have a telecommunication device. Reaching a new city and trying to locate a deaf friend in the phone directory. Depending on a neighbor to call your doctor or dentist at the risk of your medical privacy. Wishing to respond to a "for sale" or "job opportunity" classified advertisement which lists only a phone number.

Having to purchase with your new automobile an expensive stereophonic radio which you never hear anyway. Encountering car trouble on the expressway or autobahn and wondering whether you will be understood on the roadside emergency phone. Riding in an automobile with a foursome of hearing friends and wondering about the conversation going on in front or back and all around you. It would be naive to assume that the person sitting next to you is going to mouth everything for your special benefit. The reality is otherwise. And some of the vicissitudes of air travel. Some airports do not post flight departure and arrival times on closed-circuit TV, and may even have several flights leaving from the same gate, so you have to be on the alert to ensure boarding the right plane at the right time. Even though you notify the desk of your hearing impairment you continue to miss a flight now and then.

Not hearing boarding announcements for the smoking or non-smoking section—which group goes first? And even once airborne not everything is smooth sailing (or flying). Announcements from the captain go unheard, and generally you are not even aware they have been made. Ordering cocktails from the stewardess, trying to understand her questions about destination, magazines, or is she offering me a pillow?

Once on the road we learn to forego a number of conveniences that others may take for granted, such as calling room service at the hotel or requesting the desk clerk to wake you up at a certain time. Or notifying the bellhop to take your luggage when checking out. Or more alarming, how does the deaf individual know when there is a fire warning? What if the hotel elevator balks midway between the 29th and 30th floor and you can't use the phone? Some deaf persons simply refuse to step on an elevator unless there are other people on it.

How about sitting in the waiting room of a doctor's crowded office wondering nervously when your name will be announced? And then the difficulty of reading his lips and his impossible

handscribbling. The problem of ordering in a public restaurant because you are not sure of the noise level of the room and the waiter is unable to understand you. Inevitably you end up by pointing to the menu as one does in a foreign country.

Sitting at a lunch counter in a restaurant oblivious to the request of the stranger next to you for the salt and pepper and leaving the impression you are rude and insensitive. A passerby asks you for directions on the street; questions and conversations are thrown at you on trains and buses, on planes, in the subway, wherever you go. Taking a number in a store or barbershop for service and trying to figure out when your time comes up. Your pockets frequently jangle with change from purchases you have paid for with large bills because you are not sure you understood the exact price quoted by the salesperson.

The difficulties of mastering one's native language with its syntax and idioms, particularly English. Grateful for a community that knows sign language, where you can relax in your own culture and even be perceived as knowledgeable and expert in your own language. But the nagging tendency to feel inferior because it is different from the majority culture.

Running into a childhood friend whom you have learned to lipread quite well and becoming engaged in animated conversation. Another person comes along and soon your friend and the newcomer are talking at a fast clip, leaving you out cold. Attending banquets and large assembly meetings alone, without an interpreter, probably means you will spend the time observing the dress and mannerisms of different people around you or simply seek refuge in daydreams. If you happen to be a literature aficionado, the disappointment of trying to enjoy the opera, films, Chekhov's "Cherry Orchard," Molnar's "Liliom," or Moliere's "Sganarelle." And what of songs and music? Not hearing the wind? And no bird songs.

## Some Pitfalls Of Pure Oralism

The superficiality of speech and speechreading as a means of "integration." Except for a very few amazing lipreaders, usually assisted by a hearing aid, the deaf person soon learns his circle is restricted to close relatives, associates, and people tuned into deafness. Other than that, it's hit or miss. People tend to be misled by the "synthetic" or "intuitive" aspect of lipreading into assuming a great deal more than actually transpires.



For example, when a deaf individual is accosted in the street by someone with an unlit cigarette, it's no big deal to figure the request is something like "got a light?" or "got a match?" Or when driving up to the Shell station for petrol, one anticipates such questions as "check your oil?" And at your initial visit to the doctor you are primed for such inquiries as "age?" "name?" "weight?" and "height?" Beyond that you will probably ask him to write down what he is saying.

While all deaf persons certainly recognize the importance of speech and speechreading development as necessary educational components, we soon encounter the limited reality of its application. Learning these skills does not necessarily ensure genuine participation in the mainstream.

Definitely useful and desirable, oral skills need to be complemented with manual communication if one is to become a full person with every possible door accessible. Every lipreader faces a number of incontrovertible physical limitations. Speech articulation, for instance, has been measured at the rapid pace of 13 sound movements per second while the human eye can consciously see only eight or nine of these movements. The fact is that the average person speaks at a rate of close to 200 words a minute, which is a great deal faster than the pace of a teacher of the deaf.

A significant percentage of speech sounds are not visible on the lips, and with look-alike sounds and other problems lipreading becomes a tenuous art. These physical factors are aggravated by other obstacles such as poor lighting, shading and shadows, turning of the head, beards and mustaches, cigarettes and pipes, hand movements across the face, and so on.

Thus the rationale that pure-oral educational approaches prepare the deaf child for integration or mainstreaming into "the hearing world" tends to be something of a myth. As a matter of fact in the United States we are now training oral interpreters as well as manual interpreters. It is not unusual at a national convention, seminar, or forum to have as many as 20 or 30 deaf professionals following a manual interpreter and a couple of deaf adults sitting to one side with an oral interpreter because 1) they are unable to lipread the speaker or follow group discussions, and 2) they do not understand signs.

For these reasons, among others, we believe that the experiences of the deaf adult are important within the context of early education. Too many times parents and teachers tend to overlook the fact that a deaf child grows up into a

deaf adult. Education of the hearing child is naturally geared to the needs of the adult hearing community.

Strange as it may seem, education of the deaf has long centered around a concept of continuing childhood and the immediate desires of the parents. The reality is that the child will not long remain a child and eventually will confront adult needs and problems as a deaf person unless some miracle restores his hearing.

### ***The Communication Barrier***

From the foregoing it should be obvious that deafness projects complex parameters. It is much more than simply not hearing, more than the absence or dilution of sound. For most of us deafness is a way of life.

Lilly Bruck<sup>4</sup> has described a disability as a physical, mental, or sensory impairment which may interfere with the major tasks of living. Deafness is such a disability. On the other hand, a handicap is defined as an interaction between a disability and an environment in which the design or nature of the environment creates obstacles or barriers to disabled people.

The communication barrier represents the major handicap of deaf persons. On a campus like Gallaudet College, for example, where everyone speaks and signs as a matter of policy, a deaf person rarely feels handicapped... just as ramps and elevators lessen the degree of handicap for an individual in a wheelchair.

Most of us tend to separate deafness into two levels, the physiological and the psychological. The first relates to the simple fact of not hearing, to the disability itself. Because of advances in technology this aspect has received the most direct attention in the form of

hearing aids, flashing lights for doorbells and alarms, telecommunication devices, captioned television, and other such devices.

The second level, which is people or communication-related, involves the actual handicap arising from the disability. Although the latter has a much more vital impact on one's lifestyle, it has not been fully internalized by many of our professionals.

Practically all of the initial learning experiences of young hearing children are acquired through the auditory channel, saturated as they are with words and spoken language from every direction, including radio and television. This constant verbal bombardment is not taught but absorbed.

The deaf child is at a distinct disadvantage from the beginning, since there is an absence of the sound of daily living. He may grow up not fully participating in family discussions, may develop limited relationships with relatives, friends, and neighbors. He will face a constant filtering, delimiting, and lack of access to information.

Such thinness of input frequently results in a poor grasp of the language of one's native country, an unawareness to social change and idiom and all of the other intangible nuances of the everyday dynamics of the hearing-oriented world. The lag which develops tends to become cumulative so that the deaf child gets farther and farther behind unless a more comprehensive communication system is developed and the narrow social circle is expanded.

Related problems from the communication handicap may later involve subtle forms of paternalism and discrimination in employment and the social, economic, and political aspects of survival. The deaf individual constantly faces the language and speech chauvinism of the

## **ALAN E. GOBER, M.D.**

Diplomate, American Board of Pediatrics

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Dr. Gober uses Sign Language



majority population who may not understand, as Kenneth Boulding notes, that "every species and every individual member of a species has an environment of his own, and constitutes a part of the environment of others."

Frequently the deaf person is a stranger in a strange land, a part of the furniture of a room, a physical presence in the mainstream but not involved as a living, sharing human being.

### The Deaf Community

What is the deaf community? Is it a homogeneous whole? Actually it is a microcosm of any community of people whose members follow all kinds of interests and intellectual pursuits. However, the deaf community knows no geography or boundaries, extending as it does over the borders of each country and across the seas through international sign.

It may best be described as a linguistic community made up of both deaf and hearing people who are able to use some form of manual communication with or without speech. Guperz and Hymes<sup>5</sup> have defined such a community as "a social group which may be either monolingual or multilingual, held together by frequency of social interaction patterns and set off from surrounding areas by weaknesses in lines of communication."

The vast majority of deaf people tend to be bilingual, that is, we may acquire a modicum of knowledge of the language of our country, and also use sign language—be it German Sign Language, French Sign Language, Swedish Sign Language, or American Sign Language. We believe such a linguistic background to be necessary if we are, indeed, to play a living, participating role in a dynamic, and for us, bilingual and bicultural society. The alternative is half a life teetering on the edge of an uncertain communication barrier.

Because no one enjoys hovering on the fringe of a group, looking on with little or no understanding of the subject discussed, or simply acceptance as a marginal token, deaf people tend to organize their own clubs, regional or provincial organizations and national associations of the deaf.

In such a milieu we enjoy complete and equal access and are not relegated to the role of silent follower. Here the environment is normal and wholesome and one's self concept is at even keel. Similar rapport exists at international meetings of the Comité Internationale des Sports des Sourds (CISS) and the World Federation of the Deaf (WFD), where communication bridges are quickly developed through international sign.

Despite pejorative "ghetto" references by those unfamiliar with sign language, the international deaf community thrives today, alive and vibrant—an open-ended community with a great degree of valence into the larger hearing mainstream. It may be the only truly international group that requires neither a translator nor an interpreter. And just as there is cultural integrity among certain ethnic and religious minorities, deaf persons take pride in their language and in the attainments of other deaf persons.

One might conclude with reference to Abraham Maslow's hierarchy of human needs. Every living individual must encounter and satisfy such primal needs as physical comfort, routine, order and freedom from fear and security before he can move up the ladder of self-actualization. Thus with the deaf child basic communication needs should be faced at the onset of hearing loss, and should comprise all visual forms of expressive and receptive manual and oral communication.

Until this reality is recognized, deaf persons will continue to be wary of "experts" who have not experienced deafness, or who have not learned to interact comfortably with the deaf community. Not long ago Brian Fagan<sup>6</sup> of the Center for the Study of Democratic Institutions at Santa Barbara, California, returned from an experience in a different culture with this comment:

*"I became aware of human diversity from a practical viewpoint. I became aware of how people approach problems intellectually in sharply different ways. I became aware of different values. And I became aware of how people impose their values or their institutions on others—one of the most frightening things in the world."*

—Mervin D. Garretson

*This story was taken from a paper presented at the International Congress on Education of the Deaf. Dr. Garretson is special assistant to the president of Galaudet College.*

1. From an address by J. M. Burgers at the Paint Branch Unitarian Church in Adelphi, Maryland (letter published as "Experience and Conceptual Activity," Massachusetts Institute of Technology Press, 1965)
2. Arthur Schlesinger, "The One Against the Many," *Saturday Review*, July 14, 1962
3. Lilly Bruck, *Access: The Guide to a Better Life for Disabled Americans*. Random House, 1978
4. This definition was quoted in a presentation by sociologist Kathryn Meadow, co-author with Hilde Schlesinger of the book *Sound and Sign*
5. Remarks by Brian Fagan in *The Center Magazine* (Fall, 1979), when he was acting director of the Center for the Study of Demographic Institutions, Santa Barbara, California

### JOB AVAILABLE Assistant Director

The Texas Commission for the Deaf (a Texas State agency) is now accepting applications and resumes from specially qualified individuals who are interested in the position of Assistant Director of the Commission. Applicants for the position of Assistant Director must have a strong background in the field of human services, especially services to the deaf. The applicant must have the capability of designing service delivery systems, contracting, monitoring contract compliance, determining service needs and must have good basic knowledge of programs serving the deaf. The applicants must have a minimum of two years administrative or managerial experience which clearly demonstrates good program management. Applicants must have received a masters degree in the field of human services or related field or have additional related experience. Applicants must be able to communicate with deaf individuals through the use of American Sign Language. Resumes are to be sent to Mr. Fred R. Tammien, Executive Director, Texas Commission for the Deaf, P.O. Box 12904, Capitol Station, Austin, Texas 78711 no later than September 30, 1980. Beginning salary is \$19,704 annually.

HELP  
IS ON  
THE WAY

• *United States Elevator* •



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# Designing for Deafness

A tour of Gallaudet led by Tom Lillis or Dick Hoke might seem a bit unorthodox. Rather than entertaining visitors with the venerable history of the Tower Clock in Chapel Hall or waxing eloquent over the sensitivity of the statue of Thomas Hopkins Gallaudet and his first pupil, their fervor is more apt to heighten in the lower regions of buildings or even inside elevators. But, happily, there is a rational explanation.

What they display down below includes heavy equipment spring-mounted on teflon-coated isolated pads to reduce transmission of vibrations. In elevators, they point with pride to "HELP IS ON THE WAY" signs which light when stalling occurs. Both are proofs that the Environmental Design Center for the Deaf has been hard at work.

Lillis, director of Design and Construction at Gallaudet, is also acting as the director of the new Environmental Design Center; and Dick Hoke is the coordinator of Barrier-Free Design. Their job is structuring and expanding what has been an ongoing effort at Gallaudet to make all of its facilities and programs accessible to hearing impaired individuals and to inspire and assist others to do the same. Together they are an ambitious and enthusiastic team. But it seems that they could use some "HELP IS ON THE WAY" signs in their own offices right now to reassure them that the new Center will eventually have all the heads and hands it needs.

"That's what I mean," Tom Lillis says as he concludes a telephone call. "There were some people needing information right away, and no one had been able to give it to them."

He looks wistfully at a huge volume waiting for his review. It is the result of a nationwide study on making rail transit systems accessible to handicapped people. "There is next to nothing about deafness in the codes and standards that determine the details of public transportation, the electrical systems of buildings, acoustics, and everything else that goes into the design and construction of facilities," he laments. "And if it's not there, you don't get results."

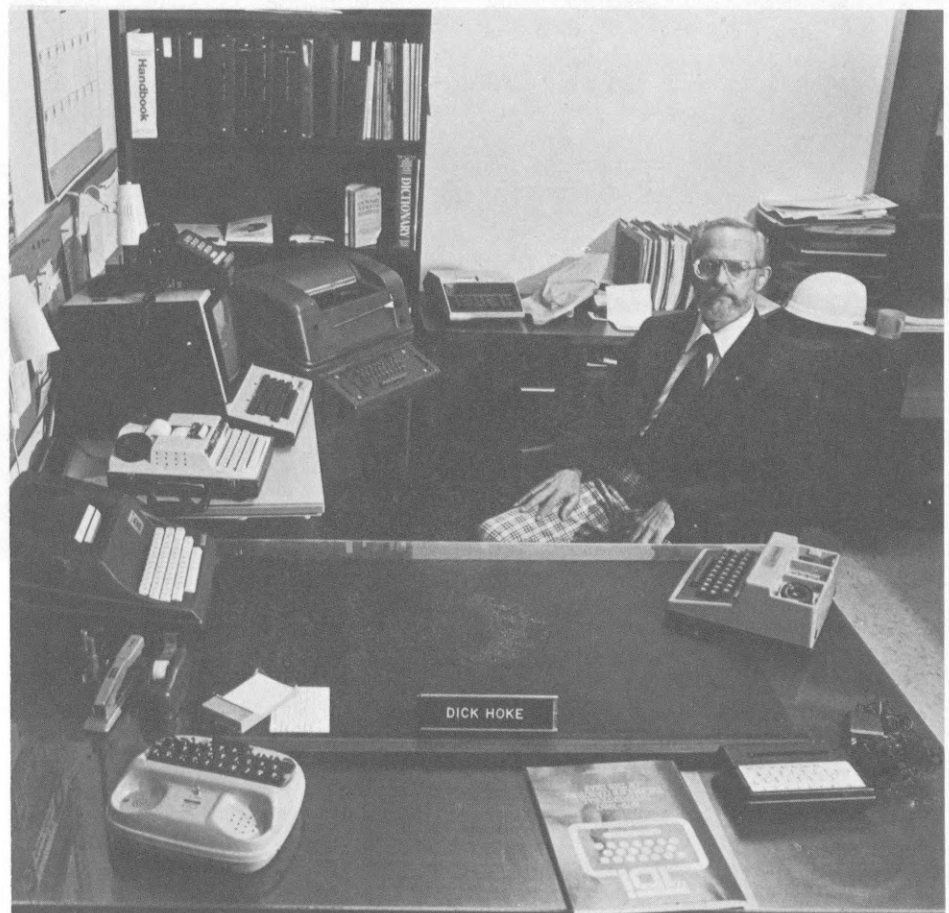
He sees influencing such codes and standards as among the vital roles of the new Center along with serving as a

technical resource and clearinghouse for the dissemination of information related to creating a barrier-free environment for deaf people.

The time to act is now, Lillis believes. People have begun to sit up and take notice since the passage of such federal legislation as Section 504 of the Rehabilitation Act of 1973, which, among other things, requires all activities and programs receiving federal funds to serve qualified handicapped and nonhandicapped persons equally. An average of 50 to 60 letters and other requests for help, advice, and printed materials pour in each week from federal, state, and local agencies of every type, architects, engineers, people working on building codes, schools, universities, libraries, major corporations, medical personnel, convention hotels, legal offices, and just about anyone a person could name. Lillis recalls hearing from

Opposite page, Gallaudet's elevators are equipped with a flashing light system which, in an emergency, notifies passengers that help is on the way.

Below, Dick Hoke, coordinator of Barrier Free Design, is surrounded by TTD's in his office in Gallaudet's Physical Plant building.





### Design Guideline:

#### Enhance Visual Cues

People with significant degrees of hearing loss are highly dependent on visual interpretation of their environment. Among the design options to assist this function are:

- provide clear lines of vision to interpreters, instructors, visual displays, and other room occupants.

- avoid large lecture halls with elevated seating if communication among members of the audience is desired. In order for deaf people to interact with others in the audience, they must have clear sight lines to each other as well as to the instructor. Semi-circular seating arrangements are recommended, as are swivel chairs.

- caption all films and other audio-visual materials.

- reduce visual distractions (visual noise) in the environment. This includes items such as placing doors to lecture rooms behind the audience.

- install signage providing necessary directional information at prominent location near main entrances.

- provide operating or procedural instructions as well as directional information in written or graphic form to the greatest degree possible.

- where privacy or light control is not required, install vision panels in doors to permit visual identification to visitors from inside the room, or to permit deaf persons to orient themselves to ongoing activities before entering the room.

- if vision panels are not appropriate, install "peep sights" to give room occupants visual control over the entrance.

- number all rooms, and display other pertinent information such as office titles.

- provide elevator arrival signals that are visible as well as audible; locate signals in direct line of sight.

- identify recessed utilities such as water fountains, telephones, or rest room doors with visible overhead signage.

- provide round or oval tables for group discussions to improve sight lines among all participants.

- plan office layouts to provide sight lines between administrative and secretarial offices for sign language communication while retaining necessary privacy between the work spaces.

—excerpted from the booklet, "Breaking Through the Deafness Barrier," available at 50¢ per copy from the Distribution Office, Gallaudet College Division of Public Services.

### Fire Safety:

Emergency signals in use at Gallaudet to alert students and others with sensory impairments include:

#### 1. High-intensity light fire signals.

... All dormitory sleeping rooms and community bathrooms are equipped with high-intensity lights interconnected with the standard fire alarm. The high-intensity capacitor-discharged lamps will awaken deaf individuals from a sound sleep. The high-intensity lights flash once per second for four minutes and then automatically shut off to prevent transformer burnout. Standard fire lights continue to flash in the dormitory until the fire alarm is manually turned off and reset.

Two points should be considered in setting up a high-intensity system:

a. Extremely rapid high-intensity flashes are suspected of triggering seizures. Lights should not exceed five flashes per second, according to the proposed new American National Standards Institute ANSI A117.1.

b. Lights should be installed with tamper-proof screws, both to discourage vandalism and to prevent contact with the capacitor, which can store up to 450 volts DC and can inflict a severe shock.

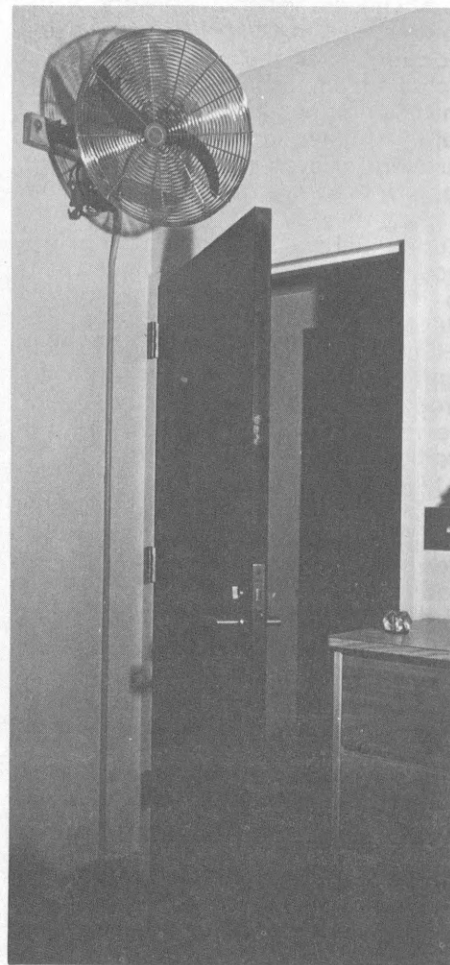
#### 2. Vibrators.

... Installed in beds and interconnected with the fire alarm system, vibrators can alert deaf/blind individuals, or those who do not wish to use the light system.

#### 3. Variable-intensity fans.

... When wired into the fire alarm system, fans can use the high-speed air flow setting as a fire warning signal. Lower speeds can be used for communicating other messages to deaf/blind individuals.

—excerpted from the brochure, "Fire Safety for Hearing Impaired People," available from the Distribution Office, Gallaudet College Division of Public Services (three copies free with self-addressed, stamped, legal-sized envelope; additional copies 10¢ each).



This fan-doorbell was devised for one of Gallaudet's deaf-blind student's dormitory room.

one agency which received an appropriation for removing barriers on the basis of information he had shared on the telephone.

Active in the national organization, Association of Physical Plant Administrators (APPA), Lillis serves on any committee APPA forms related to barrier-free design. He worked toward the establishment of the National Center for a Barrier Free Environment, and he serves on the Board of Directors of the national Task Force for Life Safety and the Handicapped. Each of his affiliations leads to more consultation, more requests for advice and help.

With increasing frequency, he and Hoke provide slide presentations, information booths at major conventions and meetings, workshops, and seminars. They hope to institute monthly workshops at Gallaudet to provide information to people from both on and off campus. They are also looking forward to preparing videotapes and working with major organizations such as the National Association of the Deaf.

Interest in the Environmental Design Center is by no means limited to the United States. Lillis is corresponding with architects from Israel who are designing for hearing impaired people, and he has shown some of the innovative devices and methods employed at Gallaudet to visitors from Japan, England, and Australia.

He regards Gallaudet as a natural laboratory for research in the area of barrier-free environments. After all, the College has been in the business of making its facilities and programs accessible to hearing impaired people ever since its doors opened more than 100 years ago.

"Many of our ideas come from the students themselves," Hoke says. "Of course," he adds with a grin, "a few of their ideas would scare any electrician out of his pants."

Naturally he and Lillis select ideas judiciously—and with sensitivity. "You have to have a 'feel' for these things," claims Hoke, who is deaf himself. The Center deals with problems of accessibility for multiply handicapped students, those who have other handicaps in addition to their deafness. "If you want to test the grade of a ramp, keep your foot straight and try walking up it," Hoke suggests. "If you want to know what is accessible to someone in a wheelchair, the best way is to get in a wheelchair yourself. Try opening a door with your little finger. If it hurts, it's not good enough for someone with cerebral palsy."

Lillis, who has a background in highway construction, designed the curb cuts used at Gallaudet. He also helped

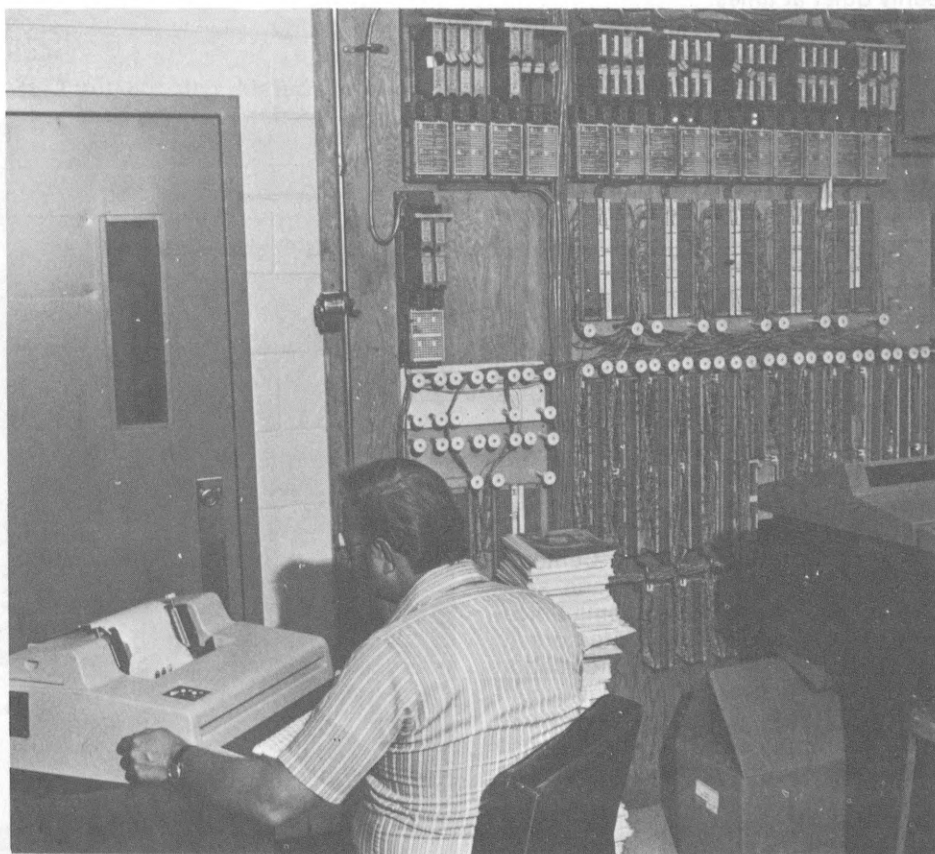
to design the swimming pool lift for mobility handicapped people installed at the Model Secondary School for the Deaf (MSSD) and elsewhere around the country. It was the first such lift on the market.

But Lillis and Hoke's real area of expertise is breaking through barriers related to deafness, as the Center's helpful publication, "Breaking Through the Deafness Barrier," indicates. A first printing of 10,000 was snapped up in 60 days. "Breaking Through the Deafness Barrier" has been reprinted in *American School & University* magazine, and along with the Center's second publication, "Fire Safety for Hearing-Impaired People," is available from the Gallaudet College Division of Public Service. A more technical manual, *Designing for Communication*, should be ready this fall. A brochure on preparing meeting rooms for hearing impaired people is also planned.

Gallaudet has come a long way since the early years when heavy weights falling inside large, hollow iron pipes provided a "door bell" system of questionable convenience. True, it alerted the students within to visitors at their door, but the reverberations from the old "door bells" startled and confused people in rooms the length of the hall.

Gallaudet has even come a long way since 1972 when Lillis arrived on campus and began to jot down on three-by-

The technician in this room monitors the total alarm system on campus and can then notify Security or maintenance personnel to respond.





five inch cards some of the things that were being done on campus to remove barriers, though people seemed vague about why particular techniques were employed. Lillis and Hoke can point with pride to the sophisticated systems installed at Gallaudet today—even though they claim that much more research and experimentation remain to be done.

Nowadays light switches outside doors cause ceiling lights to flash on and off to signal the presence of callers. The high intensity lights which alert people to fire drills or emergencies were especially designed for Gallaudet but are now used by other facilities as well. Oscillating fans and vibrators provide a fire alarm system for deaf and blind students, and oscillating amber lights installed on the exterior of MSSD tell students waiting outdoors when the danger of fire is past.

Reception desks in dormitories are equipped with message center light systems connected with individual rooms and color-coded to indicate which occupant has a telephone call, message, or visitor. Televisions with closed circuit systems and telecommunication devices are found everywhere on campus.

Acoustic panels enhance the appearance but more importantly absorb unwanted sound in new buildings. In fact, Lillis claims that some hearing people find the Pre-College buildings almost eerily quiet at times.

As experts in barrier-free environments, Lillis and Hoke are now consulted on the design and construction of all new facilities at Gallaudet. Increasingly their advice is also sought by architects, builders, engineers, and others off-campus who are eager to avoid costly and barrier-laden mistakes as well.

The Environmental Design Center is seeking information and suggestions from others, too. Much remains to be done, according to Lillis. He is particularly fascinated by the possibilities suggested by a kind of Dick Tracy vibrating watch which could signal hearing impaired and other individuals about fires or messages or perhaps warn children riding bicycles of dangerous traffic.

One of the projects of the Center is collecting printed materials and samples of such items as telecommunication devices and smoke detectors to examine and test so that information can be shared. Much of the equipment that practically conceals Dick Hoke from view in his crowded office is relatively inexpensive and simple to install, requiring no elaborate rewiring. In fact, some of the best simply plug into existing outlets. He is eager for the day when

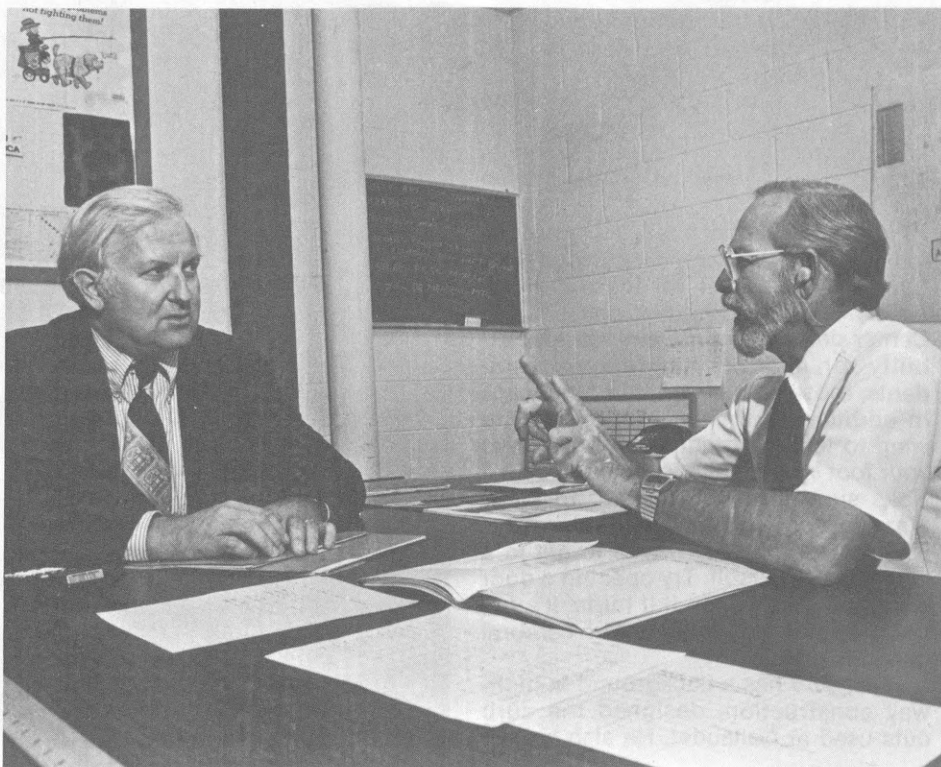
all of these gadgets can be on permanent display.

The Environmental Design Center is an ambitious project in an area where Gallaudet has long been a pioneer. Lillis and Hoke are hopeful that the Center will be an instrument for change and will bring about more awareness of what needs to be done to tear down barriers which are getting in the way of hearing impaired people. Meanwhile they look forward to sharing what is happening at Gallaudet.

—Donna Chitwood

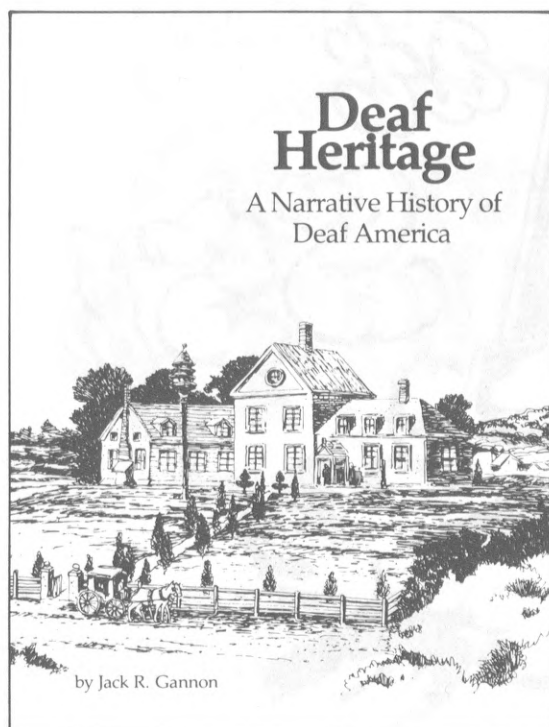
*(This story is reprinted from Gallaudet Today, Summer 1980.)*

**Dick Hoke confers with Tom Lillis, director of Design and Construction at Gallaudet. They are Gallaudet's experts in barrier-free design.**





# Announcing the Publication of



## Deaf Heritage

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The book begins with an overview of the early years of deafness in America from

1812 to 1880. After this introduction, each chapter covers ten years from 1880 to 1980. Interspersed throughout the book are feature "subchapters" on special topics such as deaf artists and their work, deaf humor, deaf peddlers, sports, founders of schools for the deaf, and so on.

*Deaf Heritage* will prove helpful as a text in courses on deaf culture, in orientation to deafness seminars, in teacher and counselor preparation programs, as a reference source, and simply as interesting literature.

#### About the Author

Mr. Gannon is presently the Director of the Office of Alumni and Public Relations, Gallaudet College, Washington, D.C., a position he has held since 1971. As a student at Gallaudet, he was Editor of *The Buff and Blue* and the 1959 Tower Clock. He was founder of *The Deaf Nebraskan* and he edited *The Nebraska Journal*. He has held offices in state and local organizations of the deaf, and has written numerous articles which have made him well known throughout the country.

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# Deaf Youth Blaze New Trails

Fingers fly as six young men silently talk of the day's trail work. The six are members of the first deaf Youth Conservation Corps (YCC) crew in the country.

All Minnesota natives, the crew includes Jeff Aarness—18, Barnesville; Paul Dymoke—15, Bloomington; Robbie Gambino—15, International Falls; Ricky Perron—15, Faribault; Keven Poore—15, Faribault; and Joe Wheeler—15, Babbitt.

They are spending eight weeks this summer in the Superior National Forest in northern Minnesota building the Blackstone Secret Trail. The five-mile trail is designed for hiking and skiing and will connect Blackstone, Secret, and Ennis Lakes, which lie just outside the Boundary Waters Canoe Area Wilderness (BWCA) near Ely, Minnesota.

Using a deaf crew for work in the Forest was the brainchild of Forest Service employees Chip Elkins and Cindy Otto, who also serve as the crew's leaders. Both fluent in sign language, the couple have more than a passing interest in the world of the deaf. Chip's younger brother has been deaf since he was five years old. Cindy, after meeting Chip's brother, began learning sign language and earlier this year completed an intensive, six-month interpreter training course at the St. Paul Technical-Vocational Institute in St. Paul, Minnesota.

This spring, she and Chip approached District Ranger John Anderson with the idea of using a full crew of deaf youths, rather than just a few individuals as have been used on other crews in the past. "Chip realized from the very beginning that it would work," Cindy said.

The feeling was unanimous as the proposal was quickly approved by Forest Service officials. Working with the Minnesota State Employment Service, the Forest Service did much of its recruiting at the Minnesota School for the Deaf in Faribault, which five of the boys attend. The sixth, Robbie Gambino, attended the Roby Allen School for the deaf in Faribault, and has since been enrolled in the International Falls public school system.

The six youths were selected at random and joined 134 other YCC enrollees at the Environmental Learning Cen-

ter in Isabella, Minnesota, which serves as residential camp for the Forest's YCC enrollees. The boys work 10-day stints on the trails, return to the Center for four days, then head back to the trail.

YCC is a conservation work program and this crew, like all YCC crews, is treated to healthy doses of work and learning. Chip, as forestry technician, supervises their trail work—pruning and felling trees, hauling rocks, and brushing the trail.

Environmental education is Cindy's responsibility. Each day, the crew learns about such things as wildlife habitat, compass use, and paddle strokes. A total of 10 hours a week is set aside for education and identification of forest life. However, learning is not limited to formal sessions.

"Learning opportunities can happen anytime," Cindy said, "on the job or back at camp." She said the crew has seen bears and other wildlife near camp. Safety is not a problem for the group. "Almost every day we have a

safety meeting," she said, "which has really paid off. The benefits have been overwhelming," she went on, "talking with the kids, teaching them, learning from them."

The boys say they themselves are enjoying their summer in the YCC program. "It's fun building a trail, walking back and forth and building up your body. It's fun to reach a goal," Perron said. "It's not just work," added Poore. "At first I thought it was going to be a lot of work, but it's more than that." "I've made a lot of good friends, and a lot of new friends," Aarness said. "I think it's fascinating being in the outdoors," he said, then added with a wry smile, "I hate bugs."

Girls are the Environmental Learning Center's main attraction to Dymoke. "There are a lot of girls there," he said happily.

When asked what they enjoyed about YCC, Gambino and Wheeler mentioned ping pong, swimming, fishing. "And money, of course," added Gambino.



Crew Leader Chip Elkins (left) conducts—by signing—a short safety meeting every day on the work project and the hazards associated with it. He says the crew has a perfect safety record. Left to right are Crew Leader Elkins, Jeff Aarness, Joe Wheeler, Ricky Perron, Paul Dymoke, Robbie Gambino (seated), and Keven Poore.

As YCC enrollees, the boys earn the minimum wage. They all hope to spend part of their earnings on teletypewriters and television decoders, electronic devices by which telephone conversations and certain television programs can be adapted for their use.

The six will not regroup as a crew next summer. Because there are a limited number of positions available from year to year, YCC enrollees do not continue as crew members after a summer's work. However, they can return as youth leaders who aid the staff in running the YCC program and they are encouraged to do so by Superior National Forest Supervisor Robert Rehfeld.

"These young men are doing an outstanding job and are a real asset to the YCC program," Rehfeld said after visiting the work site. "We'd really like to see some of them come back next summer as youth leaders on other deaf crews. This is a pioneer operation for us because we never thought we'd be able to field a handicapped crew that could work effectively and safely. This group of eight is proving that we can do it and still maintain good productivity. They have fine leaders in Cindy and Chip. The key to success is having leaders with both patience and skill."

Isabella YCC Camp Director Bob Hunger sees the possibility of more deaf crews next summer. "The program will be funded to provide this camp with 155 slots," he said. "It's my hope that we'll have at least two crews of deaf kids, boys and girls. It's really too bad someone didn't think of this sooner because they've worked into the program in such an easy way. We're very, very pleased," he said.

After completing the program this August, the crew will return to school—Gambino to a public school in International Falls, the other five to Faribault where Aarness, Perron, Poore, and Wheeler begin football practice as soon as they return. Dymoke said he hopes to enter a public school as Gambino has done.

Aarness, who will be a senior at Faribault this fall, said he's considering college or a vocational school although he feels well qualified as a pro fisherman after his summer success on the lakes. The rest of the crew will graduate in three or four years but most of them are already planning careers.

"I want to be a carpenter, get a job," said Gambino.

"That's a hard question for me," Wheeler said.

"Pro football?" Gambino suggested helpfully.

"That's his idea, not mine," said Wheeler. "I'd like to build houses."



Dymoke dreams of becoming an actor and Perron, swinging an imaginary club, announced plans of becoming a pro golfer. "I'm too young to decide that," Poore said when asked of his career plans.

"These kids are just as capable as any other kids of doing the work that other crews are doing," Cindy said. "They can do it and they should be doing it. We proved to a lot of people that it could be done!"

—Al Wolter

(Mr. Wolter is the public information officer for the Superior National Forest, Aurora Ranger District, Duluth, Minnesota.)

Learning about nature and conservation is an integral part of the YCC program. Through signing, Cindy asks, "What do you think made the holes in this stump?" Concentrating intently on her question are (l. to r.) Keven Poore, Robbie Gambino, Jeff Aarness, Joe Wheeler, Ricky Perron, Paul Dymoke, and signing to them, Group Leader Cindy Otto.

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# Deaf Interfaith



Joo Hai Kang

In the United States, certain religious groups have had a history of serving deaf persons, but only the Episcopal Church in the U.S. has any long history of ordaining deaf persons. Today, although there are close to 15 million hearing impaired persons in the United States, there are fewer than 20 deaf persons within the three major faiths who are ministering to others.

There is only one deaf-from-birth Roman Catholic priest in the U.S. Father Thomas Coughlin, since his ordination in 1976, has been in great demand to serve deaf persons across the country. Deaf persons are also serving as pastors to several Episcopal, Lutheran, and Baptist congregations around the nation. There are no deaf Jewish rabbis.

For deaf persons who have been interested in obtaining a theological education, there have been many obstacles. Seminaries often have been reluctant to admit deaf students. Once admitted, students have faced communication problems, a lack of understanding on the part of faculty and other students, and often isolation from the general seminary community. Field work experiences have not been readily available—nor are jobs when and if the student completes his or her education.

In the past three years, two events have occurred which may change this picture:

Two years ago, the Lutheran Church-Missouri Synod opened classes at Concordia Seminary in St. Louis to deaf students. The Rev. Daniel Pokorny, then chaplain to Lutheran students at Gallaudet College, moved to St. Louis to head the program for deaf students at Concordia. This program is for students who wish to become pastors of Lutheran Church-Missouri Synod congregations.

Three years ago in Washington, DC, a group of individuals, deaf and hearing, representing a variety of religious backgrounds, began meeting together. They became the nucleus for Deaf Interfaith: Theological Advocacy Service. Deaf Interfaith received the support of the Washington Theological Consortium. The member seminaries of the Consortium have agreed to accept qualified deaf applicants as students. Deaf Interfaith has moved to establish ties with Jewish rabbinical schools outside the Washington, DC, area since there are no such schools within metropolitan Washington.

Deaf Interfaith has four major goals:

To provide support services (or funds for support services) to deaf students enrolled in a seminary program; to work with seminary administrators and faculty in sensitizing them to the needs of

deaf students; to inform deaf college students around the nation of vocational possibilities in religious fields and of what it is like to attend seminary (informational workshops or pre-seminary weekends may become a part of this program); and, to work with representatives of the major faiths on a national level to open job opportunities for deaf persons who complete theological training.

*Deaf Interfaith: Theological Advocacy Service* is incorporated under the laws of the District of Columbia. It is managed by a volunteer, working Board of Directors and has, as well, an Advisory Board of persons who are knowledgeable in the fields of education, deafness, other handicapping conditions, ministry, and theological education.

Deaf Interfaith is already at work and is currently providing support services for a deaf student who is in his first year of theological study at Wesley Theological Seminary in Washington, DC.

Joo Hai Kang was born in Pusan, Korea, in 1953. He lost his hearing as a result of illness when he was four years old. He attended the Seoul National School for the Deaf and at the same time began attending the Youngnak Church for the Deaf. Both his mother and his grandmother are Christians.

"When I was in high school," he explains, "I felt God's call to be a pastor to the deaf in Korea and decided to obey God's will. After graduation from high school, I went to Presbyterian Theological Seminary in Seoul and became the first deaf person in Korea to go to seminary and prepare to be a pastor.

"But I wanted to learn more about important subjects like psychology of deafness and ministry to the deaf, so I took the entrance exam of Gallaudet College and passed it." Joo came to the United States and studied both at Gallaudet and at Central Bible College.

"I was not satisfied with undergraduate study and decided to attend seminary for an M.Div. degree. It was hard for me to decide where to go due to my auditory handicap. I happened to read a *Gallaudet Alumni Newsletter* . . . and found out that Deaf Interfaith was established to help deaf students who pursue pastorships with interpreter services. So, I chose Wesley Theological Seminary where Deaf Interfaith's service was available."

Joo wrote to Deaf Interfaith and applied to Wesley. The seminary, on receipt of Joo's application, also contacted Deaf Interfaith. Although Deaf Interfaith was only just incorporating, it accepted the challenge and opportunity which this request represented and agreed, although it had no funds, to accept the responsibility of providing



support services for Joo Hai Kang. Members of its Board moved ahead to arrange for interpreters and seek funds to pay for them as well as to provide whatever other assistance either Joo or the seminary might need.

Through Joo Hai Kang's presence and help, other students at Wesley have become sensitized to the needs and potentials of deaf persons. Deaf Interfaith provides interpreters for two chapel services a week at the seminary (whether or not Joo plans to attend). Many members of the seminary community have learned some basic sign language and several have enrolled in formal sign language classes. A special service devoted to ministry to deaf persons was held during the regular chapel services program in the fall.

Deaf Interfaith is encouraged and excited by the success it has had in working with Joo Hai Kang and Wesley Theological Seminary. Through this beginning work with Joo it sees both a concrete example of the need for the services it is attempting to provide and the tremendous task it has before it to provide such services to whatever extent it may be asked to do so.

Joo Kang is close to completing his first year at Wesley. He has been doing very well in his classes and is carrying a very heavy course load. It will take him two more years to complete the work for his M. Div. degree. When he finishes at Wesley he plans to return to Korea to become pastor to a church of 400 deaf persons in Seoul.



Joo Hai Kang with interpreter.

Persons or groups interested in assisting Joo Hai Kang or in contacting Deaf Interfaith about its work and plans can write to: Deaf Interfaith: Theological Advocacy Service, 487 Michigan Avenue, N.E., Washington, D.C. 20017, c/o Washington Theological Consortium.

—Laura-Jean Gilbert

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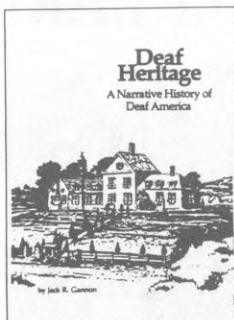
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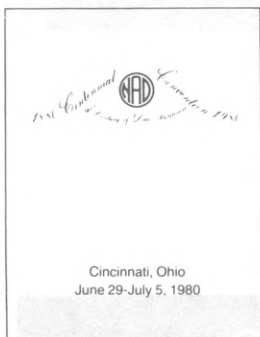


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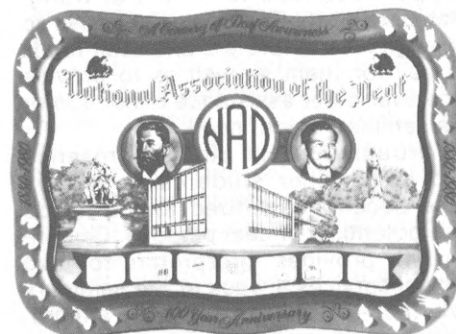
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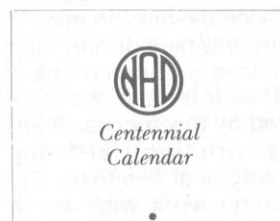
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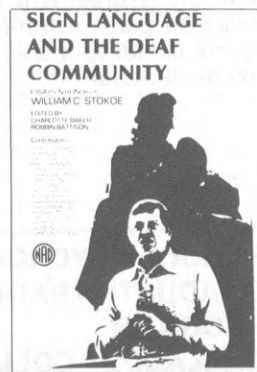
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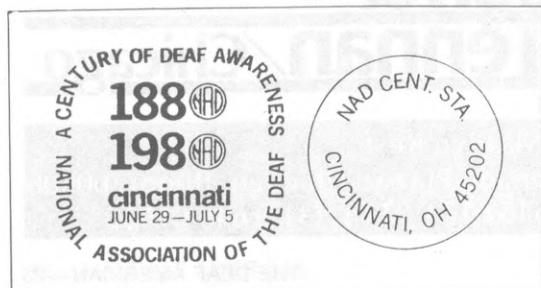


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# TV Viewing Habits of the Adult Deaf Community: The Age of Captioning

Until the recent advent of captioning, the television industry had been satisfied to leave America's hearing impaired public staring at flapping lips and wondering at a series of meaningless pictures floating past on the screen.

When studies showed that nearly every deaf adult owns at least one TV set and that they have been *watching* it on a weekly basis almost as much as the general hearing population, the age of captioning began.

Shortly after the first captioned program aired in March 1980, the National Captioning Institute received many letters of thanks and praise. As we shall see in a moment, all is not peaceful in this period of captioning's infancy, as a controversy appears to be blossoming. But first, let's look at the positive side of captioning.

## CAPTIONING

In 1979, The National Captioning Institute (NCI) was founded as a nonprofit organization. They were given the responsibility of providing the captions for programs submitted to them by television producers.

When the program is aired, the captions are invisible unless you own a special decoding device available now only through the Sears Catalog and known commercially as TeleCaption.

There are now about 20 hours of captioned programming per week with more to come. ABC and NBC offer five hours each (see below) in prime time (8:00-11:00 PM). These two networks have scheduled their captioned programs so they do not conflict and leave the deaf viewer with a 'which one' situation.

### Closed-captioned programs available as of Fall 1980.

ABC shows are:

ABC Sunday Night Movie, Barney Miller, Eight is Enough and Vegas.

NBC shows are:

Different Strokes, Disney's Wonderful World, Monday Night at the Movies and Real People.

PBS shows are:

Flambards, Free to Choose, Lord Mountbatten, Masterpiece Theatre, Nova, Old Friends, Once Upon A Classic and Over Easy.

Of notable interest is that due to popular request by members of the deaf community, the Public Broadcasting System (PBS) will soon be captioning their rock and country-western musical show, *Soundstage*.

Other benefits of the closed-caption system that are now being explored or developed are, "Real-Time Captioning," which will allow the simultaneous captioning of live programming, and, the potential to instantaneously flash the latest financial data, news, weather and sports.

## THE CONTROVERSY

The CBS Television Network has chosen not to take part in the captioning services offered by the other networks. Their reason is an interest in the European system, *teletext*.

Since CBS filed its petition to the Federal Communications Commission as recently as the summer of 1980, they are a good 4 years away from offering the hearing impaired public captioned programs.

When *teletext* is available, CBS plans to broadcast the captions via a signal that cannot be picked up by the current TeleCaption system. That means that if the consumer wants CBS programming, he has to own two systems.

CBS could, however, broadcast their *teletext* signal so that it could be received through the present system, but

they have shown no inclination to do so. In fact, the National Captioning Institute had advised CBS that until they do begin using *teletext*, NCI will be happy to caption their programs so that they can be enjoyed by homes equipped with TeleCaption.

*Teletext* does offer some impressive flexibility. By using a calculator-like device, a deaf mother can press a specific series of numbers and see the latest snow conditions. By pressing other sets of numbers one can bring into view the latest stock market action, news from around the world or sports results. The possibilities are endless.

This is all very desirable, but the bottom line, as far as the deaf American is concerned, is that he may either have to own two systems to watch all available captioned programs or discover that one of his decoding systems has become obsolete, making that investment a total loss.

If you would like your feelings known, write the CBS Television Network, 51 West 52nd Street, New York, N.Y. 10019. You may also write the National Captioning Institute, Suite 1500, 5203 Leesburg Pike, Falls Church, Virginia 22041.

## VIEWING PREFERENCES OF THE DEAF COMMUNITY

A questionnaire was prepared for this article and distributed to a number of

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hearing impaired adults in the Baltimore area. Though the number of participants was small (50) and 75 percent of them, women, there were a number of definite patterns that one could project, with a high degree of predictability onto the deaf community at large.

Participants ranged in age from 25 to 79, with 35 the average age. Educational level extended from some elementary school to college graduate work. Marital status was equally divided between married and single.

Thirty percent of the deaf respondents indicated that they rely on TV a lot for news and weather, while 12 percent said they *never* watch TV for the news or weather.

More than half indicated that they now own a captioning decoder and were unanimous that because of it they are watching television even more than before. Of those who do not own a decoder, 67 percent said they intend to buy one.

The five favorite shows, whether or not they happen to be among the top 11, were listed in order of approval as, *Disney's Wonderful World* (a captioned show), *Movies* (some of which are captioned), *Three's Company*, *Real People* (captioned), *Happy Days* and *60 Minutes*.

#### SUMMARY

It is clear that when the networks and their advertisers are satisfied that America's deaf community is watching in sufficient numbers, there will be a dramatic increase in captioned programming.

ABC and NBC have displayed a concern for the deaf viewer while CBS has so far chosen not to participate and is leaving the door open for a controversial situation that could leave the consumer bearing the major burden.

Public Broadcasting, which does not rely on advertising, can continue to be a pace setter with captioned programming.

Even before captioning, the deaf community has been a large and loyal audience. With the age of captioning with us now, a firm, positive step has been taken. No doubt, it will continue.

—Louis C. Levin

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Develop and maintain liaisons with other agencies and referral sources which could assist in sustaining the support services and financial support to insure continuing quality program.

Develop and monitor program budget.

*Qualifications include:*

Master's degree in counseling, psychology or related field.

Ability to communicate effectively with both hearing and hearing impaired (including manual communication).

Skill on counseling the hearing impaired.

Good organizational skills for handling administrative assignments as well as direct client services.

Previous experience with deaf and hearing impaired highly desirable.

Send letter of interest and resume to:

Carol P. Leslie  
Cincinnati Speech & Hearing  
Center  
3006 Vernon Place  
Cincinnati, OH 45219

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### Counselor

Counselor for Deaf Family Counseling Program. Responsibilities include community organization and advocacy with the deaf community, consultation to other agencies re: deafness and direct counseling with deaf persons and their families. Master's Degree in Social Work, psychology, guidance or vocational rehabilitation with specialization in deafness and receptive and expressive American sign language required. Experience desirable. Salary dependent on qualifications.

Send resume or call for further information to Eugene Krauss, ACSW, Executive Director, Family Counseling Center, 1321 Walnut—Suite 200, Des Moines, Iowa 50309. (515) 288-9020. An Equal Opportunity Employer.

### Position Available

#### COUNSELOR FOR THE DEAF

At the Program of Community Services for the Deaf and Hard of Hearing in the Cincinnati Speech and Hearing Center.

*Major concentrations:* Provide direct counseling services for hearing impaired individuals; Maintain identification and referral system with appropriate community agencies; develop and conduct In-Service Training program for varied community agencies; arrange Life Skill workshops for the target population.

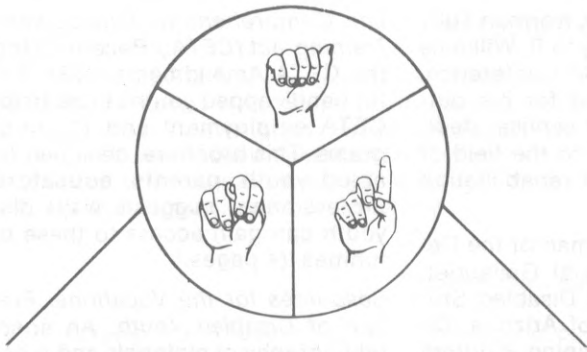
*Requirements:* Prefer Master's Degree in Counseling or in related field. Bachelor's Degree holder will be considered. Must have ability to communicate with the hearing impaired in the modes of communication used by them and have willingness to participate in the activities of the deaf community.

Competitive salary and good fringe benefits.

Send letter of interest and resume to:

Carol P. Leslie, Acting Director  
Cincinnati Speech and Hearing  
Center  
3006 Vernon Place  
Cincinnati, OH 45219

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## COMMUNICATIVE SKILLS PROGRAM



**Participants and some instructors of NCPTSLI Summer Institute 1980** 1st row (left to right): Tom Harblson, Wisconsin; Shirley Paulson, Minnesota; Susan Morgan, Minnesota; Peggy Valli, Nevada; Marie Taccogna, New York; Mark Battle, Florida; Martin Sternberg, New York; Marie Griffin, Tennessee; Arden MacDowell, Kansas; Marie Phillip, Massachusetts; Avis Smith, Missouri; Marry Stotler, Washington. 2nd row (left to right): Doug Tyler, Tennessee; Ann Topliff, Colorado; Clayton Valli, Nevada; April Nelson, Pennsylvania; Mary Ann Royster, Washington, D.C.; Nikki Demers, Washington; Julie Ann McNeilly, Colorado; Mary Beth Miller, New York; Cathy Cogen, Massachusetts; Lori Seago, California; Patty Clark, Colorado; Ella Mae Lentz, Washington, D.C. 3rd row (left to right): Sue Hays, Arkansas; Ruth Sandefur, Tennessee; Geneva Shearburn, Missouri; Carolyn Whitcher, Oregon; Carolyn Williams, Tennessee; James Woodward, Washington, D.C.; Susan Childress-Ashmore, Tennessee; Carol Boaz, Tennessee. 4th row (left to right): S. Melvin Carter, Jr., Washington, D.C.; Linda Dyer, Oklahoma; Lillian Quartermus, California; Jim Palmer, Idaho; Bob Johnson, Oregon; Dennis Schmenauer, California; John Smith, California; Bob Furman, Tennessee.

# Accomplished: Unique Training Program for Sign Language Instructor Trainers

Just last summer (July 7—August 15) C.S.P. accomplished one of its biggest projects in several years. On the nice and quiet University of Tennessee campus in Knoxville, a very special kind of Training Institute was held. The purpose of this Institute was to train people who will train Sign Language instructors, as a part of the 5 year grant agreement with Rehabilitation Services Administration, called National Consortium of Programs for the Training of Sign Lan-

guage Instructors. About 35 people received intensive 8:30 to 4:30 training on the following topics. The names and the instructors of the courses: Introduction to Language, Dr. Robert Johnson; Deaf Culture, Ms. Susan Rutherford; Sign Variation, Dr. James Woodward; Structure of American Sign Language, Dr. Bob Johnson and Ms. Ella Lentz; Teaching ASL as a 2nd Language, Dr. Tom Humphries; Training Techniques, Ms. Carol Padden; Sign Language Evaluation, Mr. Mel Carter and Mr. Dennis Cokely.

Participants were selected by the invited site members of the Consortium (see previous issues for list of sites, or write to our office for brochures).

Further information on the Institute will be shared in the next issue of *Deaf American*.

*N.S.S.L.R.T.: Meet Us in Bawston!!*

A reminder... the third National Symposium on Sign Language Research and Teaching will be convening in cool, autumn-filled Boston this October 26-30, only a few weeks away!

Exhibits are still welcome. Arrangements for booths as well as registration procedures can be made through: Barbara C. LeMaster, Executive Secretary, N.S.S.L.R.T., 814 Thayer Avenue, Silver Spring, Maryland 20910, (301) 587-1788 TTY/Voice.

# Replays

**OUR VERY OWN . . .** Albert T. Pimentel, executive director of the NAD, was recently interviewed for the article, "Bringing TV to the Deaf," which appeared in the popular magazine, *McCall's*. The article, written by Anne Mason, outlines some of the problems deaf persons experienced in trying to benefit from regular TV, and the advent of the decoder, NCI, and captioning. To read the article, get a copy of the August, 1980 issue of *McCall's*. It's on page 59.

**CASTLE APPOINTMENT . . .** Dr. William E. Castle, vice president of RIT, and director of the NTID was recently appointed vice president of the Social and Vocational Rehabilitation Commission of the Scientific Section of the World Federation of the Deaf.

Dr. Castle will serve as vice president of the Commission for three years. The Commission is one of six commissions of the Scientific Section of the WFD. Each Commission is directed by a President and by one or more vice presidents, appointed by the WFD.

"I hope to help direct the Commission toward greatly increasing social and career education opportunities for the world's deaf people," Dr. Castle said. "I especially want to focus the Commission's attention on increasing these opportunities for deaf people who live in developing countries. I think our 12 years of social and career educations at RIT will serve as a model for many of these countries."

**APPROPRIATIONS BILL . . .** On August 21, the Fiscal Year 1981 Appropriations Bill (H.R. 7998) was passed by the House Appropriations Committee, and on August 27th, it was passed in the full House. Four million dollars over the President's request for Special Projects, and \$1.2 million dollars over the President's request for SSI/Rehabilitation were voted on and passed.

Once again, \$900,000 has been earmarked for interpreter training out of the regular training monies under Section 304(d).

The House also approved full funding (\$490,750,000) of the Title I (Elementary and Secondary Education Act) grants to State agencies for programs serving migrant, handicapped, and delinquent children. This represents an increase of \$30,127,000 over the budget request submitted by the Carter Administration.

**AWARD TO TULLY . . .** Dr. Norman Tully was honored with the Boyce R. Williams Award at the 1980 ADARA Conference. Dr. Tully was recognized for his outstanding and consistent service, dedication, and contribution to the field of deafness in the areas of rehabilitation and education.

Dr. Tully has been Chairman of the Department of Counseling at Gallaudet, Director of the Office of Disabled Students at the University of Arizona, Director of the Teacher Training Program at the University of Tennessee in Knoxville, and has served as teacher and principal at the New Mexico School for the Deaf. His consultation has extended from government and organizational consultation, to school and rehabilitation work. He has published in many of the major journals on deafness and rehabilitation. His influence has been keenly felt and appreciated.

**PA SCHOOL GRANT . . .** The Pennsylvania School for the Deaf RTTY/TTY News Center has received a grant from the National Telecommunications and Information Administration to research the feasibility of establishing a radio for the deaf network.

The cities to be considered as possible expansion sites are: Pittsburgh (PA); Wilmington (DE); Harrisburg (PA); Trenton (NJ); Boston (MA); Reading (PA); Scranton (PA); Washington, DC; and New York City.

The News Center was established in October 1976 under a grant from the Nevil Trust of Philadelphia. To date, there are 625 radio receivers in use serving over 1,000 individuals in the Delaware Valley. News is sent to homes via radio airwaves and received in print form on hard or soft copy teletype. News features include: weather, sports, community news, state and national news, consumer interest information, medical information, etc.

During the feasibility study, the News Center will explore a method of presenting news to appear on the television screen using radio airwaves as the transmission medium. For additional information, contact: RTTY/TTY News Center, The Pennsylvania School for the Deaf, 7500 Germantown Avenue, Philadelphia, PA 19119. Phone: (215) 247-9440 (voice or TTY).

**NEW BOOKLETS . . .** The President's Committee on Employment of the Handicapped has released three new publications of interest to educators and professionals concerned with disabled youth:

*The Comprehensive Employment and Training Act (CETA).* Recent changes in the CETA Amendments make it easier for handicapped youths to participate in CETA employment and training programs. This brochure, designed for disabled youth, parents, educators and professionals, suggests ways disabled youth can gain access to these opportunities. (4 pages.)

*Resources for the Vocational Preparation of Disabled Youth.* An annotated bibliography of materials and resources available to assist in the design and adaptation of skill training, career education, and prevocational education programs for disabled youth. (40 pages.)

*The Disabled College Freshman.* A recent survey conducted by the Cooperative Institute Research Program (CIRP) and the American Council on Education (ACE) describes and compares the status of handicapped college freshmen to that of non-disabled freshmen in such areas as academic aspirations, educational background and economic condition. (8 pages.)

Single copies of each publication are available by writing The President's Committee on Employment of the Handicapped, Washington, DC 20210. Phone: (202) 653-5059 (voice) (202) 653-5337 (TTY).

## AGBAD CONVENTION HIGHLIGHTS

. . . Over 1,100 enthusiastic conventioners attended the recent AGBAD (Alexander Graham Bell Association for the Deaf) Convention held in Houston, Texas June 24-28.

A variety of topics presented by leaders in the field of deafness culminated in the largest and most diverse program ever presented at an AGBAD Convention. Topic areas included speech and language acquisition, school programs, curriculum, reading, and mainstreaming. This year's program of short courses, mini-seminars, cracker-barrel and poster sessions gave participants ample opportunity to interact with presenters in informal discussion.

Forty-eight exhibitors displayed the latest developments in TDD's, auditory trainers, speech training devices, and other important services. This was also a good year for the Convention Job Placement Service; 50 employers listed job openings with the service, and 58 prospective employees submitted resumes for consideration.

AGBAD's next biennial convention will be held in Toronto, Canada, in 1982.



### **RESOURCE CENTER COORDINATOR**

The Coordinator will be responsible for identifying, procuring, modifying, and developing materials for use in the project and will work closely with the Technical Assistance Coordinator to ensure that materials are suitable for use in the Local Technical Assistance Program. He/she will report directly to the Project Director and be responsible for supervising the Information Dissemination Specialist and support staff. A Bachelor's degree in education, rehabilitation or related field and a minimum of three years experience in work with disabled people, and fluency in manual communication are required. Salary up to \$21,000, depending on qualifications.

### **TECHNICAL ASSISTANCE COORDINATOR**

The Coordinator will be responsible for developing, publicizing, and conducting technical assistance workshops on Section 504 in each of the HEW regions, and assist in the selection of participants for the Local Technical Assistance Program. He/she will provide continuing consultation to deaf technical assistance resource persons prepared in the Local Technical Assistance Programs, and will report directly to the Project Director. Will be responsible for supervising Technical Assistance Trainers and the support staff. A Bachelor's degree and minimum of three years experience in programs for the disabled, fluency in manual communication, knowledge of or experience with planning and conducting conferences, and a knowledge of the sensitivity towards the deaf community are required. Salary up to \$21,000, depending on qualifications.

### **RESEARCH SPECIALIST**

The Specialist will be responsible for collecting and analyzing data aimed at defining problems related to Section 504 compliance and will report directly to the Resource Center Coordinator. A Bachelor's degree with a minimum of three years experience in research and evaluation of curriculum materials, knowledge of one computer language system and ability to work with computer printouts, including interpreting data to other project staff members is required. Salary up to \$21,000, depending on qualifications.

### **INFORMATION DISSEMINATION SPECIALIST**

The Specialist will primarily be responsible for liaison work with local communities to ensure pervasive and effective dissemination of materials on the local level, and will report directly to the Resource Center Coordinator, and provide direct supervision to the support staff. A Bachelor's degree in library science, journalism, educational technology or related field, and a minimum of two years experience in a field related to information dissemination is required. Salary up to \$20,000, depending on qualifications.

### **TECHNICAL ASSISTANCE TRAINERS (2)**

The Trainers will assist in the selection of participants for Local Technical Assistance Program and assist the Technical Assistance Coordinator in developing, publicizing and conducting technical assistance workshops. He/she will report directly to the Technical Assistance Coordinator and provide direct supervision to the support staff. A Bachelor's degree or equivalent experience in programs for the disabled, knowledge of and sensitivity to the needs of deaf people, and fluency in manual communication are required. Salary up to \$16-20,000, depending on qualifications.

### **TRAINING/LOGISTICS COORDINATOR**

The Coordinator will be responsible for coordinating staff schedules for travel and meetings, make all travel arrangements, and will locate and reserve hotels, meeting rooms, interpreters, provide for the needs of people with other disabilities, and perform other support services. He/she will serve as liaison in the area of logistics and support services with other organizations involved in meetings, workshops and conferences, and report directly to the Technical Assistance Coordinator. Prefer experience in coordinating, good knowledge of transportation systems, knowledge of and sensitivity to the needs of deaf and other disabled people, particularly in the area of architectural barriers and special needs. Must be able to use the telephone. Salary up to \$14,766.

In addition to the above, four additional support positions are available:

- Administrative Assistant/Secretary—Up to \$15,000, depending on qualifications.
- Secretary/Office Assistant—Up to \$11,000, depending on qualifications.
- Two Typists/Office Aides—Up to \$9,167-10,000, depending on qualifications.

These are all 11- and 12-month positions, and it is anticipated that this program will begin no later than October 31, 1980. All positions require basic skills in manual communication or willingness to acquire the same immediately. The project will be staffed with hearing impaired individuals to the greatest extent possible.

Send letter of interest and resume to:

Edward C. Carney  
National Association of the Deaf  
814 Thayer Avenue  
Silver Spring, Maryland 20910

NAD is an affirmative Action/Equal Opportunity Employer



## New Members

JULY 1980

John Adams ..... Ohio  
Marian Aiken ..... West Virginia  
Selpha Alexander ..... California  
Tony and Cheryl Alles ..... South Carolina  
Amati ..... No Address  
Reichell Anderson ..... Michigan  
Dianne M. Apodeca ..... Virginia  
Salvatore Arianno ..... New Jersey  
Allen D. Armintrout ..... Michigan  
Mr. and Mrs. Robert W. Armstrong ..... Washington  
Benjamin Ash ..... New York  
Mary H. Ashworth ..... District of Columbia  
Suzanne K. Ayers ..... District of Columbia

Carole Sue Bailey ..... Canada  
Charles Baird ..... Connecticut  
Elizabeth Baird ..... California  
Barbara Baker ..... Indiana  
Lynn Ballard ..... Tennessee  
Mr. and Mrs. Clarence W. Banton, Jr. .... Michigan  
Guy and Chong Barganier ..... Florida  
Dave L. Barnett ..... Indiana  
Donald and Carolyn Bartels ..... Kansas  
Mary Beck ..... Kansas  
Mr. and Mrs. Homer Beckman ..... Michigan  
Susan Bedrosian ..... New York  
Mrs. Harry Belsky ..... New York  
James W. Bennett ..... Louisiana  
Mr. and Mrs. Eugene Bergman ..... Maryland  
Robert F. Blauvelt, II ..... New Jersey  
Kathy Bogland ..... Ohio  
Stanley J. Bogusz ..... Indiana  
Emory E. Booth, Jr. .... Florida  
Mary Booth ..... Michigan  
Gerriane Born ..... Maryland  
Debbie Bosworth ..... Connecticut  
Ellen S. Botting ..... New York  
Paul Boynton ..... North Carolina  
Donna J. Brandt ..... South Carolina  
Ms. J. Brever ..... New York  
Paul M. Bridges ..... Minnesota  
Brian Brizendine ..... District of Columbia  
Kathleen Brogan ..... District of Columbia  
Bessie Brow ..... Michigan  
Annie M. Brown ..... North Carolina  
Charles Bryan ..... Ohio  
Christine Buchholz ..... California  
David Buchkoski ..... Minnesota  
Tom Buckner ..... Arizona  
Donna L. Burfield ..... New York  
Catherine Burland ..... New Jersey  
Mr. and Mrs. Calderone ..... Indiana  
Freddie Calderone ..... Maryland

Mr. and Mrs. Joseph Call ..... New York  
Rita Campbell ..... District of Columbia  
Mrs. Willye C. Carter ..... Maryland  
Emma Casey ..... Ohio  
Everett Chard ..... Minnesota  
Marilyn A. Church ..... Ohio  
Susan K. Ciavolino ..... California  
Stanley S. Ciesla ..... Arizona  
Gary Clark ..... Iowa  
Veronica R. Clark ..... Oregon  
Jeff L. Close ..... New York  
Robert and Jewel Coder ..... Oklahoma  
Nancy Jane Cole ..... Virginia  
Dell Collett ..... North Carolina  
Janice E. Collier ..... Virginia  
Barb Cowles ..... Ohio  
Mary V. Compton ..... Virginia  
Helen Connell ..... New Jersey  
Nancy Connors ..... District of Columbia  
Sylvia D. Cooley ..... Maryland  
Ruth Coppersmith ..... Massachusetts  
David J. Cornett ..... Ohio  
Kathryn L. Coughlin ..... Oregon  
Mr. and Mrs. Charles W. Crandall ..... Kentucky  
Flora S. Crews ..... Ohio  
E. P. Crowder ..... Virginia  
Kandy L. Crowe ..... Alaska  
Yvonne S. Crowe ..... Texas  
Donald L. Cummins ..... Indiana  
Lois E. Czosnowski ..... Indiana  
Mary Danilovich ..... Ohio  
Madeline Davis ..... Maryland  
Lorraine De Gloria ..... New York  
Gertrude Deitch ..... Florida  
Nancy J. DeKorte ..... Pennsylvania  
Mrs. Anna De Kruffy ..... New York  
Marcus T. Delk, Jr. .... Maryland  
James DeMille ..... Canada  
Stephen Dingman ..... New York  
Carrie Dlouhy ..... Michigan  
Kathy Dolby ..... Canada  
Mr. & Mrs. Robert Douziech ..... Alberta  
Terry L. Dowling ..... Indiana  
Mary Ann Droll ..... Illinois  
Orville Duggan ..... Louisiana  
Dean B. Dunlavey ..... New York  
Leona E. Dunn ..... Oklahoma  
Danica Dus ..... Nebraska  
Mrs. James Eckber ..... Texas  
Mr. & Mrs. Jerald Eckerle ..... Indiana  
Mrs. Stephen Ehrlich ..... California  
Theresa Elgas ..... Iowa  
Roger Ellinger ..... Tennessee  
Mr. & Mrs. Thomas Elliott ..... Maryland  
Ronald Ellis ..... Minnesota  
Denorval C. Emory ..... Michigan  
Judith A. Entinger ..... Kentucky  
Mary E. Falke ..... Ohio  
Jeanne A. Farley ..... Connecticut  
Jean E. Fenn ..... California  
Allen Feuchter ..... Indiana  
Rachel R. Field ..... Washington  
James D. Fields ..... Georgia  
Sandy Finlay ..... Florida  
Leroy Fitts ..... New York  
Louise Ford ..... Canada  
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## National Fraternal Society of the Deaf

1300 W. NORTHWEST HIGHWAY, MT. PROSPECT, ILLINOIS 60056 • TELEPHONE (312) 392-9282 • TTY 392-1409



### VACANCY ANNOUNCEMENT

**POSITION:** Agency Director for the National Fraternal Society of the Deaf

**DUTIES & RESPONSIBILITIES:** Supervision of Society's Field Representatives (Agents); recruitment and training of new Representatives; development of incentive programs for Representatives; general responsibility for handling applications for life insurance; attendance at certain affairs to acquaint public with the Society. Some travel involved, but not extensive and usually is for the training of Field Representatives. Periodic newsletter for Field Representatives.

**BENEFITS:** Life, hospitalization, pension.

**PROMOTION OPPORTUNITIES:** Excellent

**SALARY:** Open. Based on qualifications.

**INTERESTED APPLICANTS SHOULD** send resume, listing education, previous work experience, present occupation and duties, date of birth, present state of health and marital status. Names and addresses of three references, of which one should be an NFSD member, is required.

INQUIRIES AND CORRESPONDENCE RELATIVE TO THE ABOVE POSITION SHOULD BE DIRECTED TO THE ATTENTION OF GRAND PRESIDENT, F. B. SULLIVAN.

DEADLINE FOR APPLICATIONS IS NOVEMBER 1, 1980.

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Julius Heymansson ..... Maryland  
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Millie Mellen ..... New York  
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Leland Murray ..... District of Columbia  
Lyn-Anne Nash ..... Ontario  
Claire Ness ..... Washington

Marjorie Neubacher ..... No Address  
Mr. & Mrs. Lawrence Netz ..... Idaho  
Valerie Neumen ..... Iowa  
Donna Nichols ..... Connecticut  
Elizabeth Ann Nicholson ..... California  
Roger & JoAnn Nicholson ..... Ohio  
Kim Marie Nicols ..... Massachusetts  
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Martha Renick ..... Tennessee  
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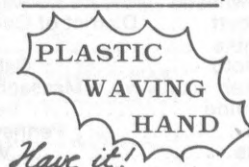
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 Sherrie Rogers ..... Nevada  
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 Rev. Raymond E. Rohrer ..... Pennsylvania  
 F. A. Rick Rosebrock ..... Indiana  
 Irene E. Rosemond ..... Michigan  
 Rusty Rosen ..... New York  
 Anne Rosenbloom ..... No Address  
 Mr. Daniel Rosenthal ..... California  
 Mr. & Mrs. David S. Rosenthal ..... Missouri  
 Bernard Rothenberg ..... New York  
 Jean M. Roughan ..... Pennsylvania  
 Mr. & Mrs. Ray Roush ..... Pennsylvania  
 A. J. Sackville-West ..... Washington  
 Rhonda Salowitz ..... Connecticut  
 Jim J. Samuels ..... Maryland  
 Robyn Sandford ..... Maryland  
 Donna Sarti ..... Massachusetts  
 Marianne Sasseen ..... Maryland  
 P. Slocum & Ann C. Sayers ..... New York  
 Marlene Schecter-Connors ..... Pennsylvania  
 Hazel Schmidt ..... Michigan  
 Mr. & Mrs. Stephen Schrieber ..... Ohio  
 Mr. & Mrs. Gerald J. Schwab ..... Utah  
 James F. Scorzell ..... No Address  
 Miss Eloise Scott ..... Mississippi  
 Martin Sewell ..... Ohio  
 Mr. William B. Seymour ..... Maryland  
 Gertrude Elaine Shaheen ..... Pennsylvania  
 Mr. Norman R. Shapiro ..... Connecticut  
 Mr. & Mrs. Sidney Sharp ..... Alabama  
 Lucille Shedeck ..... Oklahoma  
 Dean Sheridan ..... District of Columbia  
 Norbert Raymond Shifflet ..... Ohio  
 Wayne D. Shook ..... Virginia  
 Scott Sicoda ..... Utah  
 Ms. Geri Siegel ..... Illinois  
 Mr. & Mrs. Donald R. Silvers ..... California  
 Edith Simons ..... Wisconsin  
 William M. Sizemore ..... South Carolina  
 Judith Slavin ..... Illinois  
 Mr. Carl B. Smith ..... Indiana  
 Karen Smith ..... Florida  
 Sharon L. Smith ..... Tennessee  
 Mr. Shirley Eldon Smith ..... West Virginia  
 Doreen Solar ..... Illinois  
 Robert A. Sortwell ..... California  
 Wilbur L. Spencer, Jr. ..... Florida  
 Melvin & Lee Squire ..... Indiana  
 Jeffrey Stafford ..... Illinois  
 Ms. Susan Stathakes ..... Illinois  
 Lynn Steward ..... Ohio  
 Kathy Stichman ..... California  
 Mary Stotler ..... Washington  
 Mr. & Mrs. Gail Stout, Jr. ..... Indiana  
 Ted Supalla ..... Illinois  
 Laurie Swabey ..... Oregon  
 Betty E. Swartzle ..... New Jersey  
 Kathleen Tanzillo ..... New York  
 Sister Elaine Taylor ..... Illinois  
 Jo Ann Taylor ..... Louisiana  
 Kymme Taylor ..... New Jersey  
 Paul L. Taylor ..... New York  
 Robert Taylor ..... California  
 Mr. & Mrs. Paul Tester ..... Virginia  
 Brent Thompson ..... Canada  
 Timothy D. Thurston ..... Kentucky  
 Gloriael V. Toebe ..... Kentucky  
 Nancy Tomar ..... Pennsylvania  
 Richard J. Tonnes ..... California  
 Pamela E. Townsend ..... Michigan  
 Nancy R. Torbett ..... District of Columbia  
 Bernetta Trimble ..... Ohio  
 Danny Tsujimoto ..... California  
 Stephen Tucker ..... Massachusetts  
 Charles Tummino ..... Vermont  
 Una Turnell ..... Pennsylvania  
 David Tweedie ..... Virginia  
 Nola Valenti ..... Connecticut  
 Rebekah VanCamp ..... Ohio

Dorothy Viar ..... Virginia  
 Stephanie Vick ..... Tennessee  
 Elsie Volsanovich ..... Ohio  
 Frances E. Voytovich ..... Ohio  
 Linda Wagner ..... New Mexico  
 Mr. & Mrs. Gale Walker ..... Indiana  
 Rodney Walters ..... Michigan  
 Henry C. Warner ..... Georgia  
 Sandra B. Watkins ..... Georgia  
 Mr. and Mrs. Herbert Weber ..... Pennsylvania  
 Sue Ellen Weber ..... West Virginia  
 Myra Wein ..... New York  
 Frank and Kathy Weldon ..... Texas  
 Deanna Wells ..... California  
 Mr. and Mrs. Morris Whitaker ..... Kentucky  
 Jentra M. Wiger ..... Minnesota  
 Elizabeth Williams ..... Ohio  
 Jack H. Williamson ..... Ohio  
 Mr. and Mrs. Allan Wilson ..... Arizona  
 Nat W. Wilson, Jr. ..... Connecticut  
 Jean Brennan Woods ..... Massachusetts  
 Mr. and Mrs. Robert Woody ..... Colorado  
 Beverly Anne Zappa ..... Michigan  
 Carl Zimmerman ..... Colorado  
 Marcia Zisman ..... Maryland  
 Reverend Donald Zuhn ..... Missouri

### Affiliated Members

Deaf Contact TTY ..... Florida  
 Delgado Junior College ..... Louisiana  
 Ann Arbor Public Schools ..... Michigan  
 Community Council ..... California

The following have contributed in the memory of Frederick C. Schreiber

M/M Robert Duley  
 Northern Va. Assoc. of the Deaf  
 New England Gallaudet Association  
 Metro. Wash. Assoc. of the Deaf, Inc.  
 St. Louis Bell Club  
 NCTRID  
 Walter Capik

Total Contributions .... \$272.00

The Following have contributed to Halex House

Benjamin Shafranek  
 Chemistry Staff, NN MC (In memory of Howard E. Simmons)  
 Hazel M. Vinci (In memory of Ernest G. Vinci)  
 New England Gallaudet Association (In memory of Ernest Vinci)  
 Mrs. C. W. Fagan (In memory of Myra Lee Benke)  
 Mr. and Mrs. Fred F. Benke (In memory of Myra L. Benke)  
 Mr. and Mrs. George B. Kullman (In memory of Myra L. Benke)  
 Dept 84 M, IBM Corporation (In memory of Myra L. Benke)  
 Walter R. Benke (In memory of Myra L. Benke)

Total Contributions .... \$403.00

The following have contributed to NAD

Anonymous  
 Carol Hady  
 Mr. Seymour Gross  
 Susan R. Burland

Total Contributions .... \$119.00



## Church Directory

### Assemblies of God

At the crossroads of America ...

**FIRST ASSEMBLY OF GOD FOR THE DEAF**  
**1175 W. Market St., Akron, Ohio 44313**

Sunday School, 9:30 a.m.; Worship, 10:45 a.m.; and 7:00 p.m.; Bible Study, Wednesday, 7:00 p.m. Special services for the deaf.

Rev. John K. Sederwall, pastor, (216) 836-5530 TTY (216) 836-5531 Voice.

HURTING? God Cares for the Deaf.

**BETHEL TEMPLE FOR THE DEAF**  
**of the Assemblies of God**

**327 S. Smithville Rd., Dayton, Ohio 45403**

Sunday School, 9:30 a.m.; Worship Hour, 10:45 a.m.; Gospel Hour, 6:30 p.m.

All services in Total communication.

Rev. Fred E. Gravatt, Pastor  
 513-253-3119 TTY (Office)  
 513-254-4709 TTY (Residence)

When in St. Paul, Minn., welcome to ...

**HIGHLAND PARK CHURCH FOR THE DEAF**  
**536 S. Snelling Ave., St. Paul, MN 55116**

Sunday prayer meeting 8:30 a.m.; Bible study 9:30 a.m.; morning worship 10:50 a.m.; evening worship 7:00 p.m. Wednesday Bible study 7:30 p.m.

Rev. Ecton M. Post, Pastor

All services in total communication. Church phone (TTY) 698-4614.

### Baptist

**FIRST BAPTIST CHURCH ... welcomes you!**  
**100 E. Pine, Orlando, FL 32801**

Voice/TTY 305-849-0270

Full church program for the deaf

Sunday School, 9:00 a.m.; worship service 10:30 a.m.; church training, 6:00 p.m.; Wednesday prayer meeting, 7:00 p.m.

**NEWARK BAPTIST TEMPLE**

**81 Licking View Dr., Heath, O. 43055**

Phone (614) 522-3600

All services interpreted for the deaf.

Sunday: Sunday School, 9:30 a.m.;  
 worship, 10:30 a.m.; evangelistic  
 service, 6:30 p.m.

Wednesday: Bible study, 7:00 p.m.

**CALVARY BAPTIST CHURCH**  
Renton, Washington  
1032 Edmonds Ave., N.E., Renton, Wash.  
98055

Pastor, Dr. Sam A. Harvey; Associate Pastor to the Deaf, Fred H. DeBerry. Sunday School, 9:45 a.m.; Morning Worship, 11:00 a.m. (Interpreting for the Deaf). Evening Worship, 7:00 p.m. (Interpreting for the Deaf)

**APPLEWOOD BAPTIST CHURCH**  
Denver, Colorado  
11200 W. 32nd Ave. Wheat Ridge, Colo.  
80033

Rev. Gary Shoemaker, Minister to the Deaf  
Separate services in Deaf Chapel at 10:50 a.m. and 7:00 p.m.

Worship With Us

**FIRST BAPTIST CHURCH**  
529 Convention St., Baton Rouge, La. 70821  
Separate services in the Deaf Chapel, third floor, Palmer Memorial Bldg. Sunday School, 9:00 a.m., for all ages. Worship services, 10:30 a.m.  
Telephone (504) 383-8566 (Voice or TTY)

**CALVARY BAPTIST CHURCH**  
Corner Cleveland & Osceola, Downtown  
Clearwater, Fla.  
Services interpreted for the deaf  
9:30 a.m., Sunday School; 11:00 a.m., Morning  
Worship; 11:00 a.m., Live Color-TV-Channel 10

Come and learn God's word at . . .  
**HILLVIEW BAPTIST CHURCH**  
7300 Greenly Dr., Oakland, Calif. 94605  
Sunday School, 9:45 a.m.; Worship, 11 a.m. & 7 p.m.;  
Training hour, 6 p.m.; Wed. Bible and prayer,  
7:30 p.m.  
Interpreters: Arlo Compner, Shirley Compner  
Pastor: James L. Parker, B. S., M. Div., Th. M.  
Phone (415) 569-3848 or 635-6397

When in Greater Atlanta, Visit  
**COLONIAL HILLS BAPTIST CHURCH**  
2130 Newnan Ave., East Point, Georgia  
30344

All services signed for the deaf. Sunday services  
11:00 a.m. and 7:00 p.m. Take Highway 166—Main  
Street Exit. Phone 404-753-7025.

**FAITH BAPTIST TEMPLE**  
5627 New Cut Rd., Louisville KY 40214  
Voice/TTY (502) 361-9296  
The HANDS OF FREEDOM DEAF DEPARTMENT  
invites you to attend Sunday School at 10 a.m. Sun-  
day worship services at 11 a.m. and 6 p.m.; Wednes-  
day evening service at 7 p.m.  
David Lee Ralston, Pastor  
Interpreters: A. C. and Wanda McCann  
When in Louisville, KY, find a friendly welcome!  
Your deaf and hearing friends at Faith Baptist  
Temple.

When in Rockford, Illinois, welcome to  
**CALVARY CHURCH OF CHRIST**  
5455 Charles, St., Rockford, Ill. 61108  
A non-denominational Christian Church. Signed  
Bible Studies Sunday, 9 a.m. Interpreted weekly  
services, 10 a.m., 7 p.m.

**ALL SAINT'S MISSION FOR THE DEAF**  
Cathedral of the Incarnation  
36 Cathedral Ave., Garden City, N.Y. 11530  
Communion service and fellowship, Cathedral Hall  
Chapel, every 4th Sunday, 3 p.m. Interpreted morn-  
ing services—Feast Days. July and August third  
Sundays—Cathedral.

In Los Angeles area, worship at . . .  
**MAYWOOD CHURCH OF CHRIST**  
5950 Heliotrope Circle  
Maywood, California 90270  
Sunday class 9:30 a.m., Worship service 10:30 a.m.,  
6 p.m. Wednesday Bible study 7 p.m.  
Bob Anderson, Minister (213) 583-5328  
Restoring Undenominational Christianity  
Worship, 11:00; Evening Service, 7:00

When in Nashville area, welcome to . . .  
**CENTRAL CHURCH OF CHRIST**  
145 Fifth Avenue, North, Nashville, TN,  
37219

Bible study, 9:45 a.m.; worship, 10:50 a.m. and 6  
p.m. Wednesday Bible study, 7:30 p.m.  
Frank Rushing, Deaf Minister  
Office (615) 255-3807—Home (615) 361-0530,  
Both TTY or Voice  
"Promoting Christianity Among the Deaf"

**SOUTH ELEVENTH AND WILLIS  
CHURCH OF CHRIST—DEAF**  
3325 S. 11th St., Abilene, TX 79605  
Sunday morning worship, 9:00 a.m. (signing and  
oral); evening worship services interpreted, 6:00  
p.m. Ministers: Ross Blasingame, Jerry Drennan;  
interpreter training, Doug Svien; Dwight  
Coughfield, director.

## Episcopal

**CENTRAL PENNA. EPISCOPAL DEAF  
MISSIONS**

St. Mary's Mission, 2nd at Broad Sts., Waynesboro,  
PA. Services: 1st & 3rd Sundays 9:15 a.m.  
All Saints Mission, Clearview Rd., at McCosh St.,  
Hanover, PA. Services: 1st & 3rd Sundays 3:30 p.m.  
St. John's Mission, 140 N. Beaver St., York, PA.  
Services: 2nd & 4th Sundays 9:00 a.m.  
Christ Church Mission, 4th & Mulberry Sts., Wil-  
liamsport, PA. Services: 2nd & 4th Sundays 3:30  
p.m.

The Rev. Fred Stevenson, Priest-in-Charge  
118 West Avenue  
Hanover, PA 17331  
717-637-4085 TTY or Voice

**ST. PAUL'S MISSION FOR THE DEAF  
OF GREATER HARTFORD**  
679 Farmington Ave., West Hartford, Conn.  
Services every Sunday at 7:30 p.m.; Fellowship  
Guild, 4th Thursday at 7:00 p.m.

# LOUISIANA BAPTIST CONVENTION DEAF MINISTRY / CHURCH DIRECTORY

**ALEXANDRIA:**  
Emmanuel Baptist Church Deaf Ministry  
430 Jackson Street  
P. O. Box 866  
Alexandria, LA 71301  
318/442-7773  
Sunday School—9:30 AM  
Sunday Morning Worship—10:45 AM  
Wednesday night supper 5:15 PM  
Wednesday Prayer Meeting—6:30 PM

**AMITE:**  
First Baptist Church Deaf Ministry  
Corner of Laurel and Olive Streets  
P. O. Box 272  
Amite, Louisiana 70422  
Sunday School—9:45 AM  
Sunday Morning Worship—11:00 AM  
Sunday Evening Worship—7:00 PM  
Wednesday Prayer Meeting—7:00 PM  
All worship services including revivals are  
interpreted  
Monthly fellowships for the deaf are held the first  
Friday each month at 7:30 PM across the street in  
an old church.  
Church phone—504/748-7135

**BAKER:**  
Northside Baptist Church Deaf Ministry  
2400 Debra Drive  
Baker, Louisiana 70714  
504/775-2082  
Sunday School—9:45 AM  
Sunday Morning worship—11:00 AM  
Sunday Evening worship—7:00 PM  
Sign Language classes—Sunday, 6:00 PM for adults  
Wednesday, 6:00 PM for youth.

**BASTROP:**  
First Baptist Church Deaf Ministry  
620 East Madison Avenue  
Bastrop, Louisiana 71220  
318/281-6885  
Sunday School—9:45 AM  
Sunday Morning Worship—11:00 AM  
Church Training (Sun.)—6:00 PM  
Sunday Evening Worship—7:00 PM  
Wednesday—Men's Lunch—7:00 PM  
Wednesday—Bible Class for Deaf—6:30 PM

**BATON ROUGE:**  
First Baptist Deaf Mission  
529 Convention Street  
P. O. Box 1309  
Baton Rouge, Louisiana 70821  
504/343-8324

**HOUMA:**  
First Baptist Church Deaf Ministry  
901 West Main  
Houma, Louisiana 70360  
504/851-2520  
Sunday School—9:00 AM  
Sunday Morning Worship—10:15 AM  
Sunday Evening Worship—5:30 PM  
Wednesday Prayer Meeting—6:20 PM

**LAFAYETTE:**  
First Baptist Deaf Chapel  
1301 Lafayette Street  
P. O. Box 2518  
Lafayette, Louisiana 70502  
318/233-1412—TTY and Voice  
Sunday School—9:45 AM  
Sunday Morning Worship (Planned for  
future)—11:00 AM

**LAKE CHARLES:**  
Salem Baptist Deaf Mission  
1611 West Sale Road  
P. O. Box 5215  
Lake Charles, Louisiana 70606  
318/477-3463 TTY and Voice  
Sunday Evening Worship—7:00 PM  
Church Training Class (Sunday evening) for the  
deaf and Monday night Bible Study in the future

**LAKE CHARLES:**  
University Baptist Church Deaf Ministry  
4505 Lake Street  
Lake Charles, Louisiana 70605  
318/427-0215

**MONROE:**  
Parkview Baptist Church Deaf Ministry  
1001 Forsythe  
Monroe, Louisiana 71201  
318/325-3174

**MORGAN CITY:**  
First Baptist Church Deaf Ministry  
811 East Boulevard  
Morgan City, LA 70380  
Sunday School—9:45 AM  
Sunday Morning Worship—11:00 AM  
Sunday Evening Worship—7:00 PM  
Wednesday Prayer Service—7:15 PM

**NATCHITOCHES:**  
First Baptist Church Deaf Ministry  
508 Second Street  
Natchitoches, LA 71457  
318/352-3737  
Sunday School—9:40 AM  
Sunday Morning Worship—11:00 AM (Partial  
interpretation for children with an extended  
session)

**NEW ORLEANS:**  
Baptist Deaf Mission  
6118 Canal Boulevard  
New Orleans, LA 70124  
504/482-3109 Voice and TTY  
504/486-6231 Voice and TTY  
Sunday School—9:15 AM  
Sunday Morning Worship—10:30 AM  
Sunday Evening Worship—6:00 PM  
Wednesday Prayer Service—7:00 PM  
Office open Monday-Friday—8:00 AM to 3:30 PM  
Movies on 2nd and 4th weekend of each month  
Regular Sunday evening fellowships

**RUSTON:**  
First Baptist Church Deaf Ministry  
200 South Trenton  
Ruston, Louisiana 71270  
318/255-4628

**SHREVEPORT:**  
First Baptist Church Deaf Mission  
543 Ockley Drive  
Shreveport, Louisiana 71106  
318/865-0994 TTY or Voice  
Sunday School—9:45 AM—Dodd Hall No. 125  
Morning Worship—11:00 AM—Prost Chapel  
Evening Worship—7:00 PM—Dodd Hall No. 125  
Wednesday Family Supper—5:00 PM—Fellowship  
Hall  
Bible Study—6:45 PM—Fellowship Hall No. 6  
Friday Recreation Night—7:00 PM—Activity  
Building (once a month)  
Captioned Films—7:00 PM—Dodd Hall No. 125  
(twice a month)

Summer Grove Baptist Church Deaf Ministry  
9215 Mansfield Road  
Shreveport, Louisiana 71108  
318/686-1470

**THIBODAUX:**  
First Baptist Church Deaf Ministry  
1021 Canal  
P. O. Box 847  
Thibodaux, LA 70301  
Church Phone—504/466-4611  
Sunday School—9:45 AM  
Sunday Morning Worship—11:00 AM  
Sunday Evening Worship—7:00 PM  
Wednesday Prayer Service—7:00 PM

**WEST MONROE:**  
First Baptist Church Deaf Ministry  
500 Pine Street  
West Monroe, Louisiana 71291  
318/322-5104

**ST. JAMES' CHURCH MISSION OF THE DEAF**  
833 W. Wisconsin Ave., Milwaukee, WI 53233  
(414) 271-1340 TTY & Voice

Signed/Interpreted Masses every Sunday and on Holy Days as announced. Church School and Adult Forum. Captioned Films and Sign Language Classes. All Sacraments available in Total Communication.

Wm. R. Newby, AHC

**ST. AGNES' MISSION FOR THE DEAF**

Each Sunday, 12 noon, at  
St. Philip's Episcopal Church  
Dennison Ave. & West 33rd St.,  
Cleveland, Ohio

Vicar: The Rev. Jay L. Croft  
482 Orlando Ave., Akron, Ohio 44320  
TTY 216-0864-2865

**THE EPISCOPAL CONFERENCE OF THE DEAF IN THE UNITED STATES**

Welcomes you to worship with us at any of our 75 churches across the nation.

For information or location of the church nearest you, consult your telephone directory or write to:

**The Ven. Camille Desmarais, President**  
2201 Cedar Crest Drive  
Birmingham, Alabama 35214

or  
**The Rev. Arthur Steidemann, Ex. Secy.**  
429 Somerset  
St. Louis, Missouri 63119

**ST. MARK'S EPISCOPAL MISSION FOR THE DEAF**

Second Sunday each month, 7:00 p.m., at the Episcopal Church of Saint Mark the Evangelist.

1750 East Oakland Park Boulevard  
Fort Lauderdale, Florida 33334

The Reverend Charles Folsom-Jones, Pastor  
TTY 305-563-4508

When in Denver, welcome to

**ALL SOULS MISSION FOR THE DEAF—ST. MARK'S EPISCOPAL**  
1160 Lincoln St., Denver, Colorado  
Tel. 534-8678

Open every Sunday at 10 a.m.  
All Souls Guild meetings second Friday  
night, 7:30 p.m.

All Souls Guild socials fourth Friday  
night, 7:30 p.m.  
Rev. Edward Gray

The oldest church for the deaf  
in the United States

**ST. ANN'S CHURCH FOR THE DEAF**  
Episcopal

209 East 16th Street

Services 11:30 a.m. every Sunday

The Rev. Columba Gilliss, OSH  
Mail Address: 209 East 16th St.  
New York, N.Y. 10003

In care of St. George's Church

**ALL SOULS' CHURCH FOR THE DEAF**  
Philadelphia, Pa.

The Rev. Roger Pickering, Vicar

When in historic Philadelphia, a warm welcome to worship with us! Services every Sunday, 1:30 p.m. St. Stephen's Church, 10th below Market, in Center City, Philadelphia.

**EPISCOPAL DEAF IN VIRGINIA**

St. Paul's Episcopal Church  
Ninth and Grace Sts.  
Richmond, Virginia 23219

Services at 10:00 a.m. every Sunday. Voice and TTY (804) 643-3589.

**St. Martin's Episcopal Church**  
1333 Jamestown Rd.  
Williamsburg, Virginia 23185

Special ministry for hearing-impaired visitors to Colonial Williamsburg, Busch Gardens and nearby vacation sites. 24-Hour voice and TTY (804) 253 0797.

The Rev. David J. Tetrault, Vicar with the Deaf

When in Rochester, N.Y., welcome to  
**EPHPTHATHA EPISCOPAL CHURCH OF THE DEAF**

**St. Mark's & St. John's Episcopal Church**  
1245 Culver Road (South of Empire Blvd.)  
Rochester, New York 14609

Services 9 a.m. every Sunday  
Contact: The Rev. Alvin Burnworth  
Voice or TTY 315-247-1436

**ST. BARNABAS' MISSION TO THE DEAF**

**St. John's Church-St. Mary's Chapel**  
6701 Wisconsin Ave., Chevy Chase, MD 20015  
Services every Sunday, 10:00 a.m.

For information, contact Barbara Stevens,  
TTY 301-439-3856

**ST. JUDE'S MISSION OF THE DEAF**

**St. Michael's Church**  
Killeen Park, Colonie, New York  
Each Sunday, 2:00 p.m.

**ST. GEORGE'S MISSION FOR THE DEAF**  
74 Federal St., New London, Conn.

Services: 2nd, 3rd, and 4th Sundays at  
10:00 a.m.; Fellowship Guild, 1st  
Saturday at 7:30 p.m.

**ASCENSION MISSION FOR THE DEAF**

1882 Post Rd., Darien, Conn.

Services: 1st, 2nd, and 3rd Sunday at  
2:00 p.m.; Fellowship Guild, 4th  
Saturday at 7:30 p.m.

The Rev. Ray Andersen, Vicar  
Episcopal Missions for the Deaf of Conn.  
23 Thomson Rd., West Hartford, Ct. 06107  
TTY (and voice) (203) 561-1144

Visiting the Gateway to the West? Be sure to visit  
Christ Church Cathedral, home of:

**ST. THOMAS MISSION FOR THE DEAF**  
1210 Locust St.  
St. Louis, MO 63103

Services every Sunday at 10:00 a.m. in the Bofinger  
Chapel.

The Rev. Robert H. Grindrod, Vicar  
(314) 421-2685 (Voice or TTY)

**Jewish**

**TEMPLE BETH SOLOMON OF THE DEAF**

13580 Osborne St., Arleta, Calif.  
TTY (213) 896-6721, Voice (213) 899-2203

Services: First Friday, 7:30 p.m.  
Socials: First, third and fifth Wednesdays,  
noon. Every Sunday, 7:00 p.m.  
Religious school: Every Sunday, 10:00 a.m.

**National Congress of Jewish Deaf**

**Alvin Klugman, President**  
3023 Oakhurst Avenue  
Los Angeles, California 90034

**Kenneth Rothschild, Secretary-Treasurer**  
6 Overlook Drive  
Sloatsburg, New York 10974

**Alexander Fleischman, Executive Director**  
9102 Edmonston Court  
Greenbelt, Maryland 20770

**1980 NCJD CONVENTION**  
Granit Hotel & Country Club, Kerhonkson,  
New York  
August 17-24

**Lutheran**

**HOLY THREE-IN-ONE LUTHERAN CHURCH OF THE DEAF**  
4411 La Branch, Houston, TX 77004

Worship every Sunday 10:45 a.m.; Sunday School  
9:30 a.m.

Rev. Robert D. Case, Pastor  
TTY: 526-6134 & 921-6456

In Seattle, visit us at

**OUR REDEEMER LUTHERAN CHURCH FOR THE DEAF**

**John St. & Dexter Ave., Seattle, WA**

(Denny Park Annex) Worship at 11 a.m.  
Rev. William A. Ludwig, TTY 524-2283  
Mr. Richard French, 935-2920 & 622-6941

Welcome to...

**HOPE LUTHERAN CHURCH OF THE DEAF**  
4936 N.E. Skidmore, Portland, OR 97218

Bible Class every Sunday, 9:30 a.m.; worship every  
Sunday, 10:30 a.m. Hope is located two blocks south  
of N.E. Prescott, between N.E. Fremont and N.E.  
Prescott on 49th Ave. Church office 503-284-1014  
voice or TTY. Rev. Shirrel Petzoldt, Pastor, 503-  
256-9598, voice or TTY. Mr. Mark Schoepp, D.C.E.  
503-236-8516, voice or TTY.

**OUR SAVIOR LUTHERAN CHURCH OF THE DEAF**

Meeting in the Gloria Dei Chapel of the  
Lutheran School for the Deaf

**6861 E. Nevada, Detroit, Mich. 48234**

Worship at 10:30 every Sunday

(9:00 a.m., June, July, August)

Rev. Clark R. Bailey, Pastor

Phone (313) 751-5823

When in Minneapolis, welcome to...

**BREAD OF LIFE LUTHERAN CHURCH FOR THE DEAF**

2901 38th Avenue South

Minneapolis, Minnesota 55406

Services 11:00 a.m. every Sunday  
(10:00 a.m. during June, July and August)  
The Rev. Lawrence T. Bunde, pastor

**OUR SAVIOR LUTHERAN CHURCH FOR THE DEAF**

First and third Sunday of every month.  
**Maryland and 15th Ave., Phoenix, Ariz.**

Room 14, 10:30 a.m.

Also fourth Sunday of every month at

**St. Luke's Lutheran Church,**

**807 N. Stapley Dr., Mesa, Ariz.**

Rooms 1 and 1, 11:00 a.m.

Mr. Gerald Last, Lay Minister

Voice (602) 242-9419

We are happy to greet you at...

**EMMANUEL LUTHERAN CHURCH**  
2822 E. Floradora, Fresno, Calif. 93703

S. S. Class for Deaf Children, 9:15 a.m.;  
Every Sunday: Bible Class, 9:15 a.m.; Worship Service,  
10:30 a.m. (interpreted).

Stanley Quebe, pastor; Clarence Eisberg, as-  
sociate pastor, phone 209-485-5780.

Need help? Want to hear good news? Visit  
**ST. MARK LUTHERAN CHURCH OF THE DEAF**

421 W. 145 St., N.Y., N.Y. 10031

Sun. worship 2 p.m.—June-Aug. 1 p.m.

Bible Class and Sunday School 3:30 p.m.

Rev. Kenneth Schnepf, Jr., pastor

Home Phone (914) 375-0599

Visiting New York "Fun" City?

**ST. MATTHEW LUTHERAN CHURCH OF THE DEAF**

**41-01 75th St., Elmhurst (Queens), N.Y. 11373**

11:00 a.m. Sunday Worship (10:00 a.m.

June-July-August)

Rev. Frederick Anson, Pastor

212-335-8141 or 516-248-2357 Voice or TTY

1 block from IND-74th St. Roosevelt Ave.

and IRT-74th St. Subways



Welcome to...

**HOPE LUTHERAN CHURCH OF THE DEAF**  
4936 N.E. Skidmore, Portland, OR. 97218

Worship every Sunday at 9:30 a.m.  
One block south of Prescott on 47th  
503-256-9598, Voice or TTY  
Rev. Shirrel Petzoldt, Pastor

In Indianapolis it's...

**PEACE LUTHERAN CHURCH FOR THE DEAF**  
4201 North College Avenue  
Indianapolis, Indiana 46205

Worship with Us every Sunday at 10:30 A.M.  
Total Communication Services.  
Pastor Marlow J. Olson  
TTY & Voice (317) 283-2623

Welcome to...

**PILGRIM LUTHERAN CHURCH  
OF THE DEAF**

3801 Gillham Road, Kansas City, Mo. 64114  
Worship every Sunday, 10:30 a.m.

Rev. LaVern Mass, pastor, TTY 561-9030  
Pastor's residence, TTY 722-0602

You are welcome to worship at...  
**HOLY CROSS LUTHERAN CHURCH  
FOR THE DEAF**

101 N. Beaumont, St. Louis, Mo. 63103  
Just west of Rodeway Inn, Jefferson Ave.

Worship every Sunday, 10:30 a.m.  
TTY (314) 725-8349

Rev. Martin A. Hewitt, pastor

**PRINCE OF PEACE LUTHERAN CHURCH  
FOR THE DEAF**

205 N. Otis, St. Paul, Minn.

Services every Sunday at 11:00 a.m.  
Summer services every Sunday at 10:00 a.m.

Rev. Wm. Lange, pastor

TTY 644-2365, 644-9804

Home 724-4097

When in Central Texas, be sure to visit at...

**JESUS LUTHERAN CHURCH FOR THE DEAF**  
1307 Newton Ave., Austin, TX 78704

Worship every Sunday at 10:30 a.m.; Sunday School  
during school year at 9:30 a.m.

Rev. Richard Reinap, Pastor

TTY and voice (512) 422-1715; home TTY and voice  
(512) 441-1636.

Just across the street from TSD.

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pastors. Services every Sunday, 11:00 a.m. TTY and  
Voice—531-2761.

Rev. Frank Wagenknecht, pastor; Rev. Glen  
Borhart, asst. pastor

**DEAF ZION LUTHERAN CHURCH**  
15000 N.W. 27th Ave., Miami, Florida 33504

Phones (with TTY): Ch. 688-0312 or 651-6720  
or 621-8950

Every Sunday:

Bible Class 10:00 A.M.

Worship Service 11:00 A.M.

Ervin R. Oermann, pastor

Paul G. Consoer, lay minister

In North New Jersey meet friends at

**ST. MATTHEW'S LUTHERAN  
CHURCH FOR THE DEAF**

510 Parker St. at Ballantine Pkwy.  
Newark, N.J. 07104

(Bus No. 27 to B. Pkwy., 3 bl. West)

Sundays, 10 a.m.; Thursdays, 8 p.m.

Rev. C. Roland "G" Gerhold, pastor

Need help? Phone (201) 485-2260

In the Los Angeles area...

**SALEM LUTHERAN CHURCH (ALC)**  
1211 North Brand Boulevard  
Glendale, CA 91202

Signed worship services every Sunday, 11:00 a.m.

Rev. John W. Soyster, Pastor

(212) 243-3195 (TTY/Voice)

## United Methodist

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OF THE DEAF**

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Sunday Worship 11:00; Sunday Study 12:00

Rev. Tom Williams, minister

A place of worship and a place of service.

All are welcome.

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CHURCH**

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Sunday School, 9:30 a.m.; church service, 11:00 a.m.

Tuesday evenings, captioned movies

Pastor Edward Vaught

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CHURCH FOR THE DEAF**

7001 New Hampshire Ave., Takoma Park, Md.

Worship Service in the Fireside Room

at 10:30 a.m.

Sunday School for hearing children

Captioned Movies every first Sunday

at 11:45 a.m.

Rev. LeRoy Schauer, pastor

## Other Denominations

**IMMANUEL CHURCH FOR THE DEAF**  
657 West 18th St., Los Angeles, Calif. 90015

Sunday school, 9:45 a.m.; Sunday morning worship,  
11:00 a.m.; Bible Study, Tuesday, 7:30 p.m.

When in the Pacific paradise, visit  
**HAWAII CHURCH FOR THE DEAF**  
3144 Kaunaoa Street, Honolulu, Hawaii  
96815

Sunday School 9:15 a.m.; Worship 10:30 a.m. Wed.  
Bible Study and Fri. Fellowship 7:00 p.m. Children's  
weekday religious education classes

Rev. David Schiewek, pastor

For information call 732-0120

When in Atlanta, Ga., welcome to  
**CRUSSELLE-FREEMAN CHURCH  
OF THE DEAF**

(Non-Denominational)

1304 Allene Avenue, S.W., Atlanta, Ga. 30310

Sunday School 9:45 a.m. — Worship 11:00 a.m. and  
7:00 p.m.

Wednesday Bible study and prayer 7:00 p.m.

Rev. Wilber C. Huckleba, pastor

Free Captioned Movie, 7:00, third Friday

**LRAID**  
**LITTLE ROCK ASSOCIATION OF THE DEAF, INC.**

9005 Lew Dr., Little Rock, Ark. 72209

TTY (501) 565-4374

7 p.m.-1 a.m., Fridays & Saturdays

**DEAF MISSIONARY CHURCH**  
3520 John Street (Between Texas and  
Norvella Ave.) Norfolk, Va. 23513

Pastor, John W. Stallings, Jr.

Sunday School, 9:30 a.m.

Worship Service, 10:30 a.m.

WYAH-TV (each Sunday, 2:00 to 2:30 p.m.)

THE DEAF HEAR (Nationwide)

Bible Study and Prayer — Wednesday 7:30 p.m.

**CHRIST'S CHURCH OF THE DEAF**  
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Meets in First Christian Church building  
each Sunday.

Scott and Mynster Streets  
Council Bluffs, Iowa

Bible School, 9:30 a.m.; Worship, 10:30 a.m.

Duane King, Minister

Mailing address: R. R. 2, Council Bluffs,  
Iowa 51501

**RELIGIOUS EDUCATION OFFICE**  
430 N. Center St., Joliet, Ill. 69435

Contact: Deacon Jim Monahan,

TTY 815-727-6411

All in Joliet area welcome to signed Mass Service at  
10:45 a.m., 3rd Sunday, September through June.

When in Allentown, Pa., welcome to  
**LEHIGH VALLEY CHURCH FOR THE DEAF**  
121 South 8th St., Allentown, Pa. 18101  
Services held every fourth Sunday of the month ex-  
cept July and August at 3:00 p.m.

An Interdenominational Deaf Church  
Mrs. Grace A. Boyer, Director of Public  
Relations

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OF LOS ANGELES**

1050 S. Hill St., Los Angeles, Calif. 90015

Sunday worship services,

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Interdenominational  
**SALEM DEAF FELLOWSHIP**

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Salem, Oregon 97303

Pastor William M. Erickson, Director

Voice MCM (503) 581-1874

Sunday School 9:45 a.m.; worship 11:00 a.m. We are  
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Rev. C. Ray Roush, Chairman

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Everyone is, naturally, welcome.

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Mrs. Norma L. Williams, secretary  
727 Palani Avenue, Apt. No. 6  
Honolulu, Hawaii 96816

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61107

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4255 56th Ave. N., St. Petersburg, FL. 33714  
Socials: Every 1st and 3rd Saturday evenings. Mail communications to: William Myles, Secretary, 1482 Franklin Ave., #7, Clearwater, FL 33515. Benjamin F. Conner, President.

**THE TAMPA CLUB OF THE DEAF**  
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Meets at 1223 S. Vermont Ave., Los Angeles, Calif. 90006.  
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Augusta Lorenz, corresponding secretary  
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Dorothy Hopey, Secretary

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